

12 October 2022

**Education Bureau Circular No. 12 /2022**

**Personal, Social and Humanities Education Key Learning Area:  
Citizenship, Economics and Society Curriculum (Secondary 1-3)  
[ Renamed Curriculum in lieu of Life and Society Curriculum (Secondary 1-3) ]**

[Note: This circular should be read by-

- (a) Supervisors/Heads of all Government, Aided (including Special Schools), Caput Schools, Private Secondary Schools, and Secondary Schools under the Direct Subsidy Schemes – for action; and
- (b) Heads of Sections – for information.]

**Summary**

The purpose of this circular is to announce the captioned curriculum developed by the Curriculum Development Council (CDC) and the related school questionnaire survey.

**Background**

2. The Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA) is one of the eight KLAs. The PSHE KLA includes six learning strands: Strand 1 “Personal and Social Development”, Strand 2 “Time, Continuity and Change”, Strand 3 “Culture and Heritage”, Strand 4 “Place and Environment”, Strand 5 “Resources and Economic Activities” and Strand 6 “Social Systems and Citizenship”. At the junior secondary level, the CDC launched in 2010 the subject of Life and Society, which covers the essential learning contents of Strands 1, 5 and 6 while Chinese History, History and Geography cover those of Strands 2, 3 and 4. Through the learning and teaching of the PSHE KLA, schools can nurture students in respect of knowledge, skills, and values and attitudes to lay a solid foundation for their study at the senior secondary level.

3. The Education Bureau (EDB) has been constantly reviewing the implementation of the Life and Society curriculum in schools. It has been over 10 years since the launch of the existing Life and Society curriculum in 2010. In the meantime, the related curriculum guides for the secondary level have been updated and major renewed emphases and directions of

curriculum development have been recommended. The optimising measures of the four senior secondary core subjects have also been implemented in the 2021/22 school year. Hence, review and revision of the Life and Society curriculum is needed to ensure that the curriculum content can meet students' needs and social development and keep abreast of the times to promote students' learning of Strands 1, 5 and 6 under the PSHE KLA.

4. The Curriculum Development Council Committee on Personal, Social and Humanities Education set up the “Ad Hoc Committee for Reviewing and Revising Life and Society (Secondary 1-3)” (the Ad Hoc Committee) to revise the curriculum. The Ad Hoc Committee has all along made reference to the education sector's views collected by the EDB through multiple channels, including school visits, professional development programmes, forums and focus group interviews. After considerable deliberation, the Ad Hoc Committee concurred with the major revisions of the curriculum (vide paragraphs 6 and 7 below), and submitted to the CDC in July 2022 the “Revised Curriculum Framework” and the proposal to rename the curriculum as “Citizenship, Economics and Society”, which were accepted .

5. The EDB recommends that the Citizenship, Economics and Society curriculum be fully implemented at Secondary 1 in all secondary schools in Hong Kong in September 2024, and also encourages schools to consider piloting the new curriculum in September 2023. The EDB will provide different support to schools on the new curriculum, including support resources (in both Chinese and English) for Secondary 1 to Secondary 3 and teacher professional development programmes (including seminars and workshops) on the effective use of the aforesaid support resources, supplemented by existing textbooks, to implement the new curriculum in 2023.

## **Details**

### ***Renaming the “Life and Society” curriculum as the “Citizenship, Economics and Society” curriculum***

6. The Life and Society curriculum covers the essential learning contents of Strand 1 “Personal and Social Development”, Strand 5 “Resources and Economic Activities” and Strand 6 “Social Systems and Citizenship” of the PSHE KLA. The existing name “Life and Society” cannot fully reflect that the curriculum includes learning elements of “Personal and Social Development” and “Resources and Economic Activities”, which would easily lead to misunderstanding and negligence of the related essential learning contents. Hence, the Ad Hoc Committee proposed to rename the “Life and Society” curriculum as the “Citizenship, Economics and Society” curriculum to clearly reflect the curriculum aims and coverage of the learning elements of Strands 1, 5 and 6, so as to enable students to understand their roles

and responsibilities as members of society, and nurture them to become informed and responsible citizens. (Please refer to Part 4 of Annex 1 for details of the new curriculum name).

### ***Major Revisions of the Curriculum***

7. Major revisions proposed by the Ad Hoc Committee include the following:
- Revising the “curriculum aims” and “learning objectives” to highlight the roles and responsibilities of individuals in society; to strengthen students’ understanding of our country and to develop in students a sense of national identity; as well as to develop positive values and attitudes, to cultivate good behaviours and habits in students, and to help them become informed and responsible citizens;
  - Extracting the essential learning contents of the 29 modules of the existing curriculum and restructuring them into 12 modules, as well as adding updated topics and deleting outdated and duplicated contents;
  - Highlighting the learning elements of values education in the curriculum;
  - Strengthening the learning elements of Constitution and Basic Law education and national education;
  - Strengthening the learning elements of national security education;
  - Strengthening the learning elements of financial education; and
  - Building on the foundation of primary education and strengthening the interface with senior secondary education.

### ***School Questionnaire Survey***

8. The EDB is going to collect schools’ views on the implementation of the Citizenship, Economics and Society curriculum, in particular schools’ readiness and needs for support, which will serve as reference for the Curriculum Development Institute to formulate support measures. Please refer to the attached documents: “Citizenship, Economics and Society Curriculum Framework” (Annex 1) and “Citizenship, Economics and Society Curriculum School Questionnaire Survey” (Annex 2). These documents have also been uploaded to the website of the PSHE Section, EDB:

<http://www.edb.gov.hk/en/curriculum-development/kla/pshe/whats-new.html>

9. School heads or their representatives (such as Vice-principal, Prefect of Studies, PSHE KLA Coordinator and subject panel head) please complete the questionnaire and return it by post to the PSHE Section, Room 1319, 13/F Wu Chung House, 213 Queen’s Road East, Wanchai, Hong Kong **on or before 12 November 2022.**

## **Enquiry**

10. For enquiries, please contact Ms HO Wai-han Rachel (2892 5865) or Mr TING Tsz-yuet Alex (2892 5497) of the PSHE Section.

WF WONG  
for Secretary for Education

**Personal, Social and Humanities Education**  
**Key Learning Area**

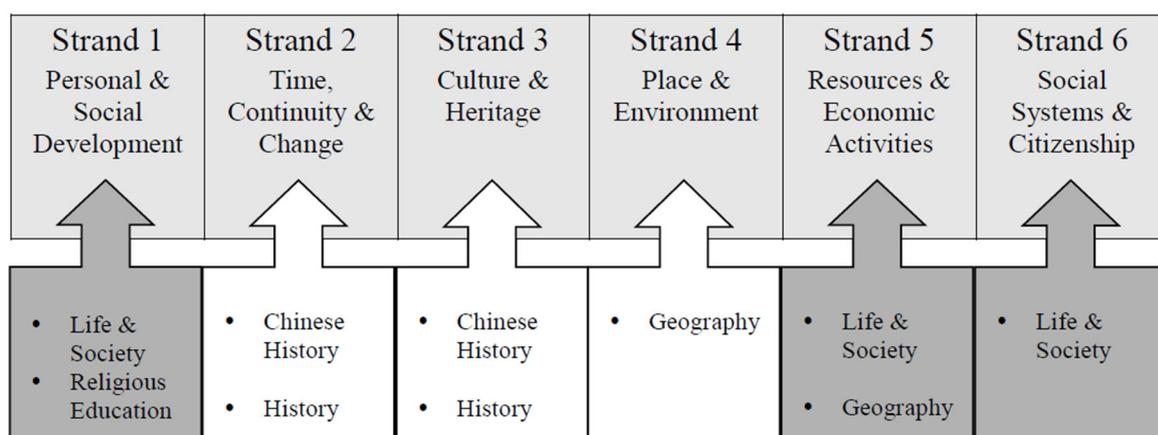
**Citizenship, Economics and Society**  
**(Secondary 1-3)**  
**Curriculum Framework**  
**[Translated Version]**

**The Curriculum Development Council**  
**October 2022**

# 1. Background

The Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA) is one of the eight KLAs. The PSHE KLA includes six learning strands: Strand 1 “Personal and Social Development”, Strand 2 “Time, Continuity and Change”, Strand 3 “Culture and Heritage”, Strand 4 “Place and Environment”, Strand 5 “Resources and Economic activities” and Strand 6 “Social Systems and Citizenship”. Through the study of the PSHE KLA curriculum, students can acquire related knowledge and skills, and develop values and attitudes to establish a solid foundation for their study at the senior secondary level. At the junior secondary level, Chinese History, History and Geography cover the essential learning contents of Strands 2, 3 and 4, and Life and Society covers the essential learning contents of Strands 1 “Personal and Social Development”, Strand 5 “Resources and Economic activities” and Strand 6 “Social Systems and Citizenship” (Figure 1). The Life and Society curriculum enables junior secondary students to build a solid knowledge foundation and broaden their global perspective through studying topics on personal and social development, as well as economic activities and social systems at local, national and global levels.

**Figure 1: Relationship between the six strands under the PSHE KLA and humanities subjects at the junior secondary level**



Since the implementation of the existing Life and Society curriculum in the 2010/11 school year, significant changes and rapid development in various aspects have been taking place worldwide, in our country and our society. In the meantime, the related curriculum guides for the secondary level have been updated and major renewed emphases and directions of the curriculum development have been recommended. The optimising measures of the four senior secondary core subjects have also been implemented in the 2021/22 school year. Such changes and development call for a review and revision of the Life and Society curriculum to better meet the development and learning needs of students. The revision of the curriculum aims to prepare students for the changes and challenges of the 21st Century, and full participation in the building of our society and our country.

The Curriculum Development Council Committee on Personal Social and Humanities Education set up the “Ad Hoc Committee for Reviewing and Revising Life and Society (Secondary 1-3)” (the Ad Hoc Committee) to revise the curriculum. The Ad Hoc Committee has all along made reference to the views collected by the EDB from the education sector via multiple channels, including school visits, professional development programmes, forums and focus group interviews. After considerable deliberation, the Ad Hoc Committee submitted to the Curriculum Development Council in July 2022 the “Revised Curriculum Framework” and the proposal to rename the revised curriculum as “Citizenship, Economics and Society”, and were accepted.

## **2. Reasons for Revising the Life and Society Curriculum**

The EDB has been constantly reviewing the implementation of the Life and Society curriculum in schools:

- The existing Life and Society curriculum (2010) has been implemented for over 10 years. Review and revision of the curriculum is needed to ensure that the curriculum keeps abreast of the times.
- The existing Life and Society curriculum (2010) comprises 29 modules. Some schools have shared that they encountered difficulties in selecting the teaching contents. For instance, they are unable to select teaching modules appropriately, and as a result the essential learning contents are not fully covered, affecting the coherence of the junior secondary school curriculum. In view of this, there is a need to streamline the curriculum and provide a clearer and more solid curriculum framework.
- The four senior secondary core subjects have been implemented in the 2021/22 school year. The Life and Society curriculum needs to align with changes in the senior secondary school curriculum, so that it can help students advance to studies at the senior secondary level.
- The related curriculum guides for the secondary level have been updated, and the major renewed emphases and directions of curriculum development have been recommended. The Life and Society curriculum needs to be revised to align with the major curriculum development initiatives (including strengthening values education (including national education, Constitution and Basic Law education, and national security education)), to enhance students’ understanding of our country, and to cultivate their positive values, attitudes and behaviours, such as a sense of national identity, awareness of national security, law abidingness and responsibility. The EDB has collected views through various channels, such as school visits, professional development programmes, forums and focus group meetings, and they concur with the major direction of the curriculum revision. These views have been submitted to the Ad Hoc Committee for reference.

### **3. Principles of Curriculum Revision**

The revision of the curriculum is based on the following principles:

- Aligning with the essential learning contents of the PSHE KLA;
- Building on the foundation of primary education and enhancing a smooth interface with the senior secondary curriculum;
- Meeting the development and learning needs of junior secondary students as well as the development and changes of the country and society;
- Putting emphasis on cultivating students' knowledge, skills and positive values and attitudes; and
- Providing guidance on the sequencing of the modules, so as to ensure schools to cover sufficiently and appropriately the essential learning contents when implementing the curriculum, and to facilitate students' learning in a progressive manner.

### **4. Renaming the “Life and Society” Curriculum as the “Citizenship, Economics and Society” Curriculum**

The Life and Society curriculum covers the essential learning contents of Strand 1 “Personal and Social Development”, Strand 5 “Resources and Economic Activities” and Strand 6 “Social Systems and Citizenship” of the PSHE KLA. The current name “Life and Society” cannot fully reflect that the curriculum includes learning elements of “Personal and Social Development” and “Resources and Economic Activities”, which would easily lead to misunderstanding and negligence of the related essential learning contents. The Ad Hoc Committee thus proposed to rename “Life and Society” as “Citizenship, Economics and Society” to clearly reflect the coverage of the learning elements of Strands 1, 5 and 6, and the curriculum aims to help students understand their roles and responsibilities as members of society, and enable them to become informed and responsible citizens.

In the Citizenship, Economics and Society curriculum, the learning elements of “citizenship”, “economics” and “society” complement each other to achieve the curriculum aims and learning objectives. First of all, the curriculum caters for the needs of students' personal growth, helping them understand themselves, develop healthy interpersonal relationships, acquire important life skills, and learn how to cope with undesirable behaviours, etc. The above learning contents not only help individuals develop a healthy lifestyle, they are also important elements of good citizens. In addition, students should understand, from the perspective of members of society, the operation of local, national and global economic activities and social systems and their inter-relationships. Students should also understand the intertwined relationship between the development of Hong Kong and the development of our country, particularly the distinctive

advantage of Hong Kong strong support from the motherland and close connection with the world. Hong Kong should actively enhance its development momentum and serve well as the bridge for mutual connection and access between our country and the world.

Furthermore, the curriculum helps students understand that since the “Reform and Opening-up”, our country’s economy has drastically developed and the livelihood of our people has been greatly improved. Our country has also actively participated in international affairs. Being members of society and our country, students need to understand local and national economic developments and achievements as well as our country’s participation in international affairs, and review their roles and the contributions they can make in the future. The curriculum helps cultivate students’ concern for contemporary world topics and broaden their global perspective through the learning contents on connection with the world, for example, “the characteristics of the Hong Kong economy which is highly externally oriented and open”, “economic globalisation”, “world trade”, “our country’s participation in international affairs”, “dealing with global issues through international cooperation”, etc. To summarise, this curriculum strengthens students’ understanding of national and local economic and social affairs, helps them apply their learning and develop skills and positive values, attitudes and behaviours, and nurture them to become informed and responsible citizens who will contribute to our society and country, hence the name “Citizenship, Economics and Society”.

## 5. Major Revisions of the Curriculum

Major revisions proposed by the Ad Hoc Committee include the following:

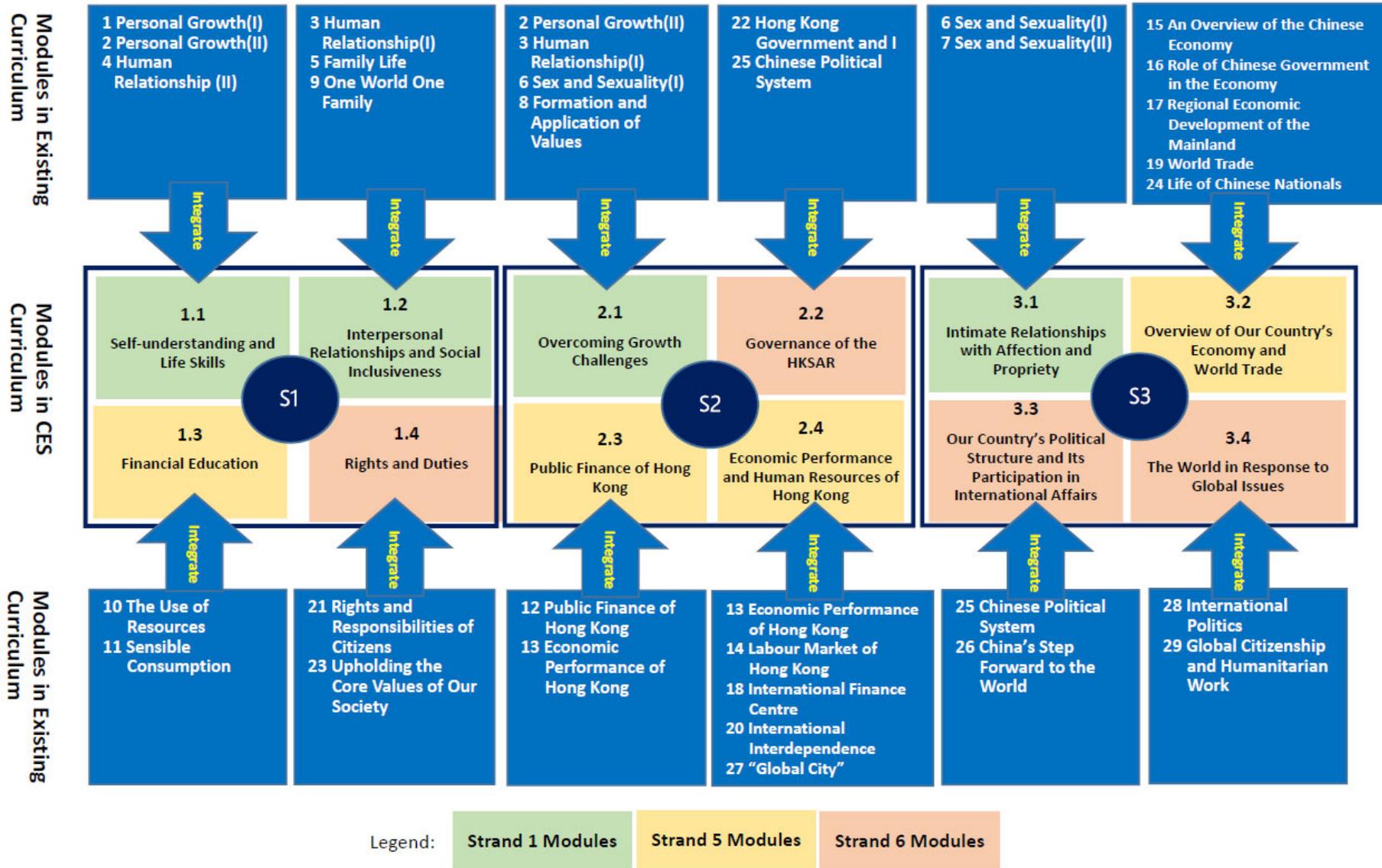
- **Revising the “curriculum aims” and “learning objectives”** to highlight the roles and responsibilities of individuals in society; to strengthen students’ understanding of our country and to develop in students a sense of national identity; as well as to develop positive values and attitudes, to cultivate good behaviours and habits in students, and to help them become informed and responsible citizens;
- **Extracting** the essential learning contents of the **29 modules of the existing curriculum** and **restructuring them into 12 modules**, as well as adding updated topics and deleting outdated and duplicated contents (Figure 2, p. 76);
- **Highlighting the learning elements of values education in the curriculum** to develop students’ positive values and attitudes and cultivate good behaviours and habits in students so as to achieve whole-person development;
- **Strengthening the learning elements of Constitution and Basic Law education and national education** to help students have a holistic understanding of the Constitution and the Basic Law, as well as the economic and political systems of our country, so as to promote their better understanding of the present situations and the future development of our

country;

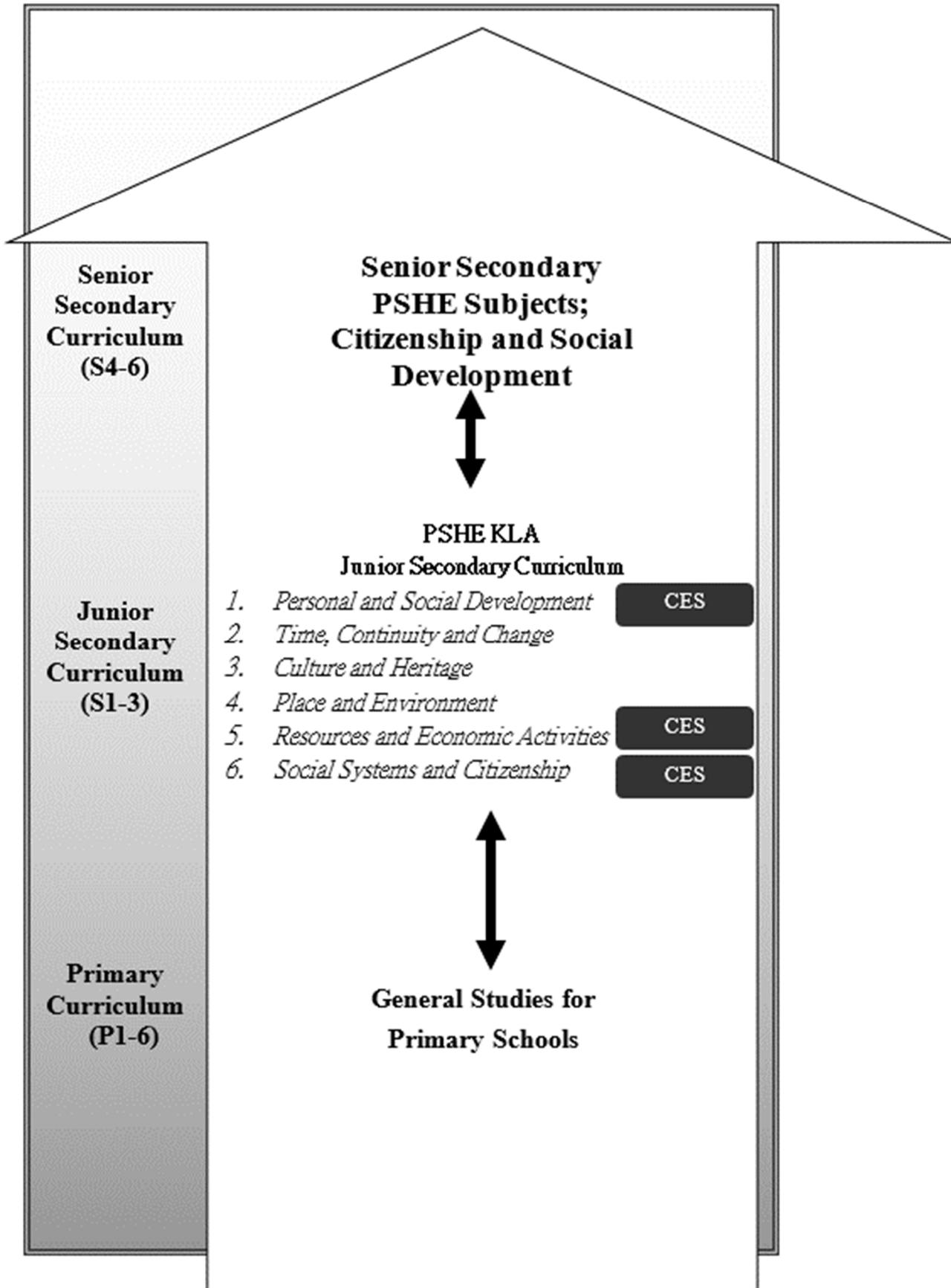
- **Strengthening the learning elements of national security education** to help students understand that it is the responsibility of every citizen to safeguard national security, strengthen their law-abiding awareness and promote their sense of belonging and responsibility towards our country;
- **Strengthening the learning elements of financial education** to help students acquire correct financial management knowledge, methods and skills, and at the same time, develop proper values and attitudes towards money, and cultivate their financial literacy; and
- **Building on the foundation of primary education and strengthening the interface with senior secondary education** to provide necessary junior secondary learning experience for learning at the senior secondary level (Figure 3, p. 87).

The EDB recommends that the Citizenship, Economics and Society curriculum be fully implemented at Secondary 1 in all secondary schools in Hong Kong in September 2024, and also encourages schools to consider piloting the new curriculum in September 2023. The EDB will provide different support to schools on the new curriculum, including support resources (in both Chinese and English) for Secondary 1 to Secondary 3 and teacher professional development programmes (including seminars and workshops) on the effective use of the aforesaid support resources, supplemented by existing textbooks, to implement the new curriculum in 2023.

Figure 2: Curriculum Restructuring (from 29 modules to 12 modules)



**Figure 3: Interface between Citizenship, Economics and Society (CES) and the primary and senior secondary curricula**



## 6. Curriculum Aims

The aims of the Citizenship, Economics and Society curriculum are:

- (a) to help students develop a positive self-understanding, enhance competence to meet daily and future challenges, seize opportunities, as well as pursue their goals and realise their aspirations;
- (b) to nurture students to become informed and responsible citizens who respect the rule of law, have a sense of national identity, and contribute to the common good of society and our country;
- (c) to strengthen students' understanding of national and local economic and social affairs, and nurture their sense of national identity;
- (d) to promote students' understanding of our country and strengthen their sense of national identity and sense of belonging towards our country; and
- (e) to cultivate students' concern for local, national and contemporary world topics, help them understand how our country cooperates with other countries in responding to global issues, and broaden their global perspective.

## 7. Learning Objectives

The learning objectives of the Citizenship, Economics and Society curriculum are to enable students to:

### Knowledge and Understanding

- (a) discuss topics based on accurate information and facts so as to develop a holistic and objective understanding of the topics;
- (b) understand, accept and appreciate oneself and others, and live a healthy, positive and meaningful life;
- (c) understand the roles and responsibilities of individuals in society and our country, including respecting the rule of law, obeying the law and fulfilling civic responsibilities;
- (d) acquire correct personal financial management knowledge;
- (e) understand basic principles involved in the government's management of public resources and public finance policies;
- (f) understand the features and general situation of the national and local economies;
- (g) understand that both the *Constitution of the People's Republic of China (Constitution)* and the *Basic Law of the Hong Kong Special Administrative Region of the People's Republic of China (Basic Law)* jointly form the constitutional basis of the Hong Kong Special Administration Region (HKSAR); as well as to understand the basic features of the political structure of the HKSAR as stipulated by the *Basic Law*;
- (h) understand the basic features of our country's political structure;
- (i) understand the meaning of national security and the importance of the *National Security Law* to safeguarding national security;

- (j) understand the connection and interdependent relationship between places around the world and understand that countries worldwide must cooperate to deal with global issues;

### **Skills**

- (k) further develop various life skills on the basis of learning at the primary level;
- (l) reflect on personal behaviours, uphold and practise positive values and strengthen their self-improvement skills;
- (m) develop skills to maintain healthy interpersonal relationships;
- (n) develop skills to manage and interpret data, statistics and information related to economic performance indicators and economic trends;
- (o) develop the ability to make informed analysis and reasoned judgments on contemporary mature topics which are related to the curriculum;
- (p) develop and integratively apply various generic skills, including communication skills, mathematical skills, information technology skills, self-management skills, self-learning skills, collaboration skills, critical thinking skills, creativity and problem-solving skills.

### **Values and Attitudes**

- (q) attach importance to family values;
- (r) understand, respect and appreciate different cultures, views and lifestyles, and support the development of a diversified and inclusive society;
- (s) develop and nurture appropriate values and attitudes towards money and financial management;
- (t) show concern for society, serve the community in a rational, law-abiding and responsible manner, and contribute to the building and development of society in the future;
- (u) develop a sense of national identity, enhance the sense of belonging towards our country, show concern for the development of our country, and contribute to the building and development of our country in the future;
- (v) possess a global perspective and show concern for the common good of humankind; and
- (w) develop positive values and attitudes, and become informed and responsible citizens of society, our country and the world.

## **8. Curriculum Framework**

The development of the Citizenship, Economics and Society curriculum is based on the existing Life and Society curriculum as the blueprint, with the contents of the existing curriculum being restructured and updated. The Citizenship, Economics and Society curriculum follows the design principles of the existing curriculum. The Citizenship, Economics and Society curriculum covers the essential learning contents of Strand 1 “Personal and Social Development”, Strand 5 “Resources and Economic Activities” and Strand 6 “Social Systems and Citizenship” in order to achieve the curriculum aims and learning objectives.

The curriculum framework of Citizenship, Economics and Society presents the design principles of the curriculum, the essential learning contents of the curriculum, the components of the modules, the organisation of the modules and the suggested allocation of lesson time, as well as the learning outcomes. Schools and teachers should refer to this curriculum framework when implementing the Citizenship, Economics and Society curriculum, and arrange appropriate learning, teaching and assessment activities to support student learning.

### ***Design Principles of the Curriculum***

The design principles of the Citizenship, Economics and Society curriculum are developed based on the major recommendations in the *Life and Society Curriculum Guide (Secondary 1-3) (2010)*, the *Secondary Education Curriculum Guide (2017)*, the *Personal, Social and Humanities Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6) (2017)*, the *General Studies Curriculum Guide for Primary Schools (Primary 1-Primary 6) (2017)*, the *Citizenship and Social Development Curriculum and Assessment Guide (Secondary 4-6) (2021)*, the *Primary Education Curriculum Guide (Pilot Version) (2022)*, etc. The design principles include:

- Building on students’ previous learning experience and preparing them for the next stage of learning;
- Ensuring students’ acquisition of essential knowledge and understanding of life and society from different perspectives;
- Aligning with the development of our country and society, and students’ developmental and learning needs; and
- Providing opportunities for students to construct knowledge, develop skills and positive values and attitudes, and put learning into practice.

### ***Essential Learning Contents of the Curriculum***

The essential learning contents of the curriculum provide guidelines for schools to implement the Citizenship, Economics and Society curriculum to ensure the school curriculum can sufficiently and

appropriately cover the essential contents to be learned in the three Strands, namely “Personal and Social Development”, “Resources and Economic Activities” and “Social Systems and Citizenship”, so that the curriculum aims and learning objectives can be achieved. The essential learning contents of the curriculum are listed below:

<b>Strand 1 “Personal and Social Development”</b>	1. Factors affecting the personal growth of adolescents and developing a healthy lifestyle and positive values
	2. Establishing harmonious interpersonal relationships with family members, friends and people of different backgrounds
	3. Essence of love and its relationship with sex
<b>Strand 5 “Resources and Economic Activities”</b>	4. Major factors affecting the use of personal resources
	5. Economic performance of Hong Kong, employment situation of labour, and the role and policy of the HKSAR Government on the economic front
	6. Overview of the economy of our country and factors facilitating its economic development, and Hong Kong's close economic relationship with the Mainland
<b>Strand 6 “Social Systems and Citizenship”</b>	7. Global economic activities and issues (e.g. economic globalisation) and the work of some related organisations
	8. The importance of the <i>Constitution</i> and the <i>Basic Law</i> , the composition and operation of the HKSAR Government, the identity, rights and responsibilities of citizens and the development trend of society in the future
	9. Our country’s political structure, our country’s participation in international affairs, the way of life of Chinese nationals, and the consciousness and quality of Chinese citizenship
	10. The phenomenon of globalisation and how international cooperation can promote the common good of humankind

### ***Components of the Modules***

The Citizenship, Economics and Society curriculum comprises 12 modules. Schools should follow the suggested sequence in delivering 4 modules in each academic year.

Each module is comprised of the module introduction and the table of module contents:

- The module introduction presents the relevant prior knowledge that students have acquired at the primary level, explains the teaching focus of each part of the module, including the content knowledge, skills and values and attitudes, and states the students’ learning outcomes after completing the module.
- The table of module contents explains in detail each teaching focus of the module, provides

examples, remarks and explanations, and sets the suggested teaching time allocation for each part of the module, so that teachers can clearly understand the learning scope of each module and its depth and breadth.

### ***Organisation of the Modules and Suggested Allocation of Lesson Time***

The Citizenship, Economics and Society curriculum accounts for 33 hours of the total lesson time (i.e. 50 lessons of 40 minutes each) each year. At Secondary 1, Secondary 2 and Secondary 3, the allocation of lesson time is approximately the same, accounting for 50 lessons at each level. The curriculum covers the essential learning contents of Strands 1, 5 and 6. The lesson time allocated for each Strand should be approximately equal, each accounting for 50 lessons.

The Ad Hoc Committee for Reviewing and Revising Life and Society (Secondary 1-3) has carefully considered and discussed in detail the organisation of the modules to ensure the curriculum contents suit students' age, maturity level, ability level, learning interest, prior knowledge, etc. so that students can learn progressively. Thus, schools should follow the sequence of modules below to deliver the curriculum in order to promote student learning.

<b>Secondary 1</b>	<b>Suggested no. of lessons</b>	<b>Secondary 2</b>	<b>Suggested no. of lessons</b>	<b>Secondary 3</b>	<b>Suggested no. of lessons</b>
Module 1.1 Self-understanding and Life Skills	18	Module 2.1 Overcoming Growth Challenges	7	Module 3.1 Intimate Relationships with Affection and Propriety	9
Module 1.2 Interpersonal Relationships and Social Inclusiveness	12	Module 2.2 Governance of the HKSAR	15	Module 3.2 Overview of Our Country's Economy and World Trade	21
Module 1.3 Financial Education	10	Module 2.3 Public Finance of Hong Kong	8	Module 3.3 Our Country's Political Structure and its Participation in International Affairs	12
Module 1.4 Rights and Duties	10	Module 2.4 Economic Performance and Human Resources of Hong Kong	20	Module 3.4 The World in Response to Global Issues	8
<b>Suggested no. of lessons at each level</b>	<b>50</b>		<b>50</b>		<b>50</b>

***Detailed Description of Modules*** (Please refer to the following pages)

## **Module 1.1 Self-understanding and Life Skills**

### **Students' Prior Knowledge and Skills**

It is essential for junior secondary students to understand, accept and appreciate themselves, raise self-esteem, build self-confidence and acquire important life skills. These will help them seize opportunities and tackle growth challenges confidently and proactively. Students have gained some basic self-management skills at the primary level, including keeping a balanced diet, doing exercises regularly, and maintaining a healthy lifestyle. In General Studies, students have learned relevant topics including “basic personal hygiene habits”, “the importance of food, physical exercises and rest to health”, “managing oneself in everyday life”, “healthy lifestyles”, “dealing with stress and frustration” and using and managing time and money. Building on these learning experiences, junior secondary students will further develop different life skills. Among others, life skills covered in this module include emotion management, time management, media and information literacy, and life planning, which, together with financial education in Module 1.3, can respond to students' development needs. These are also important life skills which students should acquire at the junior secondary level. This module aims to help students develop a proactive and healthy lifestyle, promote balanced physical and mental development and enhance resilience to tackle growth challenges, which include facing possible difficulties, setbacks, temptations and traps. The learning experience will help students approach different opportunities with an optimistic, perseverant and proactive attitude, and seize them to build a better future for themselves and society.

### **Module Contents**

This module consists of two parts. In the first part, students will learn to understand, accept, appreciate and cherish themselves from different perspectives and gradually develop a positive self-concept, raise self-esteem and build self-confidence. In the second part, students will learn how to acquire different life skills and practise them in everyday life with positive attitudes. These life skills include (1) emotion management, which involves learning to cope with pressure and anxiety; (2) time management, which involves learning to plan the daily schedule; (3) media and information literacy, which involves learning to verify the accuracy and judge the trustworthiness of information, to select credible media and objective and impartial information, to understand that the media's position will affect its reporting, perspective and stance, to be alert to the impact of disinformation on individuals and society, to understand that the cyber world is not without supervision and they should know how to use media and information technology properly, safely, ethically and legally, to be vigilant about the impact of improper use of the Internet on individuals and society, and to raise their awareness of national security (cyber security) and law-abidingness; and (4) life planning, which involves learning to set goals, to develop interests, abilities, aspirations and potentials, to plan and prepare for future studies and development, to seize opportunities brought by personal growth and development of society, and to strive for a meaningful life and the common good of society.

## **Learning Outcomes**

After completing this module, students are expected to be able to:

- develop self-understanding, accept and appreciate themselves, develop a positive self-concept, raise self-esteem and build self-confidence;
- acquire important life skills, develop a proactive and healthy lifestyle, promote balanced physical and mental development and enhance resilience, as well as adopt an optimistic, perseverant and positive attitude to seize different opportunities and tackle growth challenges;
- cultivate media and information literacy, use media and information technology properly, safely, ethically and legally, understand the impact of improper use of the Internet on individuals and society, and enhance their awareness of national security (cyber security) and law-abidingness;
- understand and develop their interests, abilities, aspirations, and potentials, plan for future studies and development, seize opportunities arising from personal growth and development of society, and strive for a meaningful life and the common good of society; and
- cultivate gratitude and cherishment, modesty and appreciation, optimism and perseverance, and critical thinking.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
Module 1.1 Self-understanding and Life Skills (18 lessons)	<ul style="list-style-type: none"> <li>● Promoting the healthy growth of adolescents by developing self-understanding, raising self-esteem and building self-confidence (4 lessons)               <ul style="list-style-type: none"> <li>– Importance of self-concept, self-esteem and self-confidence to personal development</li> <li>– Ways to develop a positive self-concept, raise self-esteem and build self-confidence</li> </ul> </li> <li>● Strengthening life skills, developing a proactive and healthy lifestyle, promoting balanced physical and mental development and enhancing resilience in adolescents as well as adopting an optimistic, perseverant and positive attitude in seizing different opportunities, striving for a better future for themselves and society, and tackling growth challenges, including possible difficulties, setbacks, temptations and traps. Important life skills to be acquired by adolescents include: (14 lessons)               <ul style="list-style-type: none"> <li>– Emotion management                   <ul style="list-style-type: none"> <li>■ positive and negative emotions</li> <li>■ benefits of appropriate expression of emotions to individuals, interpersonal relationships and society</li> <li>■ dealing with anxiety and pressure (including doing moderate exercises; participating in activities beneficial to physical and mental health such as group activities, art activities; reading inspiring books and articles; and seeking help such as talking to the school social worker)</li> <li>■ facing failure and frustration, learning to be grateful and cherishing, humble and appreciative, and learning from failures.</li> </ul> </li> <li>– Time management                   <ul style="list-style-type: none"> <li>■ importance of time management</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Self-management skills               <ul style="list-style-type: none"> <li>▪ Be sure of and uphold self-worth</li> <li>▪ Build self-confidence</li> <li>▪ Develop resilience and adaptability</li> <li>▪ Express emotions appropriately</li> <li>▪ Set goals and review progress</li> </ul> </li> <li>– Information technology skills               <ul style="list-style-type: none"> <li>▪ Verify and judge the accuracy and creditability of information</li> </ul> </li> <li>– Seek assistance actively</li> </ul>	<ul style="list-style-type: none"> <li>– Perseverance</li> <li>– Responsibility</li> <li>– Law-abidingness</li> <li>– Diligence</li> <li>– Respect for others</li> <li>– Commitment</li> <li>– Respect for life</li> <li>– Individuality</li> <li>– Self-discipline</li> <li>– Self-reflection</li> <li>– Optimism</li> <li>– Proactivity</li> <li>– Critical thinking</li> <li>– Aspiration</li> <li>– Gratitude</li> <li>– Modesty</li> <li>– Appreciation</li> </ul>

	<ul style="list-style-type: none"> <li>■ effective time management strategies</li> <li>- Media and information literacy <ul style="list-style-type: none"> <li>■ role of media in our life</li> <li>■ benefits and risks of media information</li> <li>■ importance of media and information literacy <ul style="list-style-type: none"> <li>▪ the meaning of media and information literacy <ul style="list-style-type: none"> <li>◇ examine, analyse and evaluate information contents carefully and rationally</li> <li>◇ select credible media as well as objective and impartial information</li> <li>◇ maintain rational thinking, and avoid making misjudgment or being engaged in improper behaviours under the influence of emotion (e.g. casually believing in and forwarding unverified information)</li> </ul> </li> <li>▪ using media and information technology (especially that related to social media) properly, safely, ethically and legally to help maintain the orderly operation of the Internet, safeguard social stability and enhance awareness of national security (cyber security) and law-abidingness</li> </ul> </li> </ul> </li> <li>- Life planning <ul style="list-style-type: none"> <li>■ understanding and developing personal interests, abilities, aspirations and potentials</li> <li>■ having a preliminary understanding of the employment trends and related further studies opportunities, and recognition of qualifications</li> <li>■ attempting to set short-term and long-term goals, seizing opportunities, tackling future challenges and striving for a meaningful life and the common good of society</li> </ul> </li> </ul>		
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## **Module 1.2 Interpersonal Relationships and Social Inclusiveness**

### **Students' Prior Knowledge and Skills**

Learning and developing healthy interpersonal relationships are essential for adolescents' social development. At the primary level, students have acquired the basic understanding of the importance of family and school to individuals. They have learned to fulfil filial responsibility to parents and respect teachers. In General Studies, students have learned topics related to interpersonal relationships, including “getting along with friends and family members”, “the need to express feelings and emotions which would influence oneself and others”, “conflict resolution skills in everyday life”, “enhancing relationships and assertiveness skills”, “the strategies of managing and minimising risks in everyday life”, and upholding a positive attitude by being caring and inclusive. At the junior secondary level, students need to further acquire strategies and skills to get along with people of different backgrounds and develop positive values, attitudes and behaviours.

### **Module Contents**

This module consists of three parts. In the first part, students will learn the importance of family to personal growth, the skills to resolve interpersonal conflicts and the strategies of maintaining harmonious relationships with family members and enhancing family cohesion. In the second part, students will learn to acquire the principles and ways of establishing and maintaining peer relationships and coping with peer pressure. In the third part, students will learn proper attitudes and behaviours when getting along with people of different backgrounds, including respecting, tolerating, and appreciating differences; considering other people's situations and feelings from different perspectives and empathetically; and being mutually inclusive and accepting each other. Students will also show respect and care for others in daily life and join others in building a diverse and inclusive society.

When teaching this module, teachers should encourage students to participate in diversified learning activities inside and outside the classroom, which will widen their horizons, help them learn and respect that different people may have values different from their own, guide them to get along with people without any prejudice and with an empathetic attitude, nurture them to put good behaviours into practice, and prepare them to contribute to the building of a harmonious, caring, diverse and inclusive society.

### **Learning Outcomes**

After completing this module, students are expected to be able to:

- understand the changing roles as they grow up and the need to take up greater responsibilities;
- understand that they need to manage various interpersonal relationships as they grow up, including relationships with family members, peers and people of

different backgrounds in society;

- acquire the skills of building and maintaining harmonious interpersonal relationships;
- acquire the skills of resolving interpersonal conflicts;
- understand the importance of social inclusiveness and join others in building a diverse and inclusive society; and
- develop positive values and attitudes such as respect, inclusiveness, care for others and empathy, and put them into practice in daily life.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples Values and Attitudes Involved
Module 1.2 Interpersonal Relationships and Social Inclusiveness (12 lessons)	<ul style="list-style-type: none"> <li>● Maintaining harmonious relationships between adolescents and family members (4 lessons)               <ul style="list-style-type: none"> <li>– Importance of family to personal growth</li> <li>– Factors leading to family conflicts and skills for resolving them</li> <li>– Ways to enhance family cohesion and proactive roles that can be taken up by adolescents</li> </ul> </li> <li>● Promoting personal growth and development of adolescents through building healthy social relationships (4 lessons)               <ul style="list-style-type: none"> <li>– Importance of friendship to personal growth</li> <li>– Building and maintaining friendship</li> <li>– Principles (including critical thinking and abiding by the law) and ways (including leaving the scene and seeking help) to cope with peer pressure or conformity pressure</li> </ul> </li> <li>● Contributing to the building of a diverse and inclusive society by adolescents (4 lessons)               <ul style="list-style-type: none"> <li>– Positive benefits of a diverse and inclusive society and the consequences of loss of social inclusiveness</li> <li>– Proper attitudes and behaviours (e.g. being respectful, inclusive, caring, appreciative, empathetic) when getting along with people of different backgrounds (e.g. between the physically handicapped and able bodied, different occupations, ethnicities, religious beliefs)</li> <li>– Joining others in building a diverse and inclusive society (e.g. promoting unity and harmony on campus at the school level and caring for the disadvantaged groups at the community level)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Communication skills               <ul style="list-style-type: none"> <li>▪ Use appropriate ways of communication to present opinions and express feelings</li> <li>▪ Discuss with others to work out solutions for problems</li> </ul> </li> <li>– Critical thinking skills               <ul style="list-style-type: none"> <li>▪ Identify the key issue at stake</li> <li>▪ Understand that the views expressed in various materials might be influenced by people’s value orientations</li> <li>▪ Admit one’s own</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Care for others</li> <li>– Empathy</li> <li>– Law-abidingness</li> <li>– Respect for others</li> <li>– Respect for different ways of life, beliefs and opinions</li> <li>– Filial piety</li> <li>– Courage</li> <li>– Self-reflection</li> <li>– Trust</li> <li>– Honesty</li> <li>– Openness</li> <li>– Inclusiveness</li> <li>– Rationality</li> <li>– Proactivity</li> <li>– Gratitude</li> <li>– Cherishment</li> <li>– Appreciation</li> <li>– Elimination of bias</li> </ul>

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples Values and Attitudes Involved
		limitations, shortcomings or errors in the thinking process – Holistic thinking skills ▪ Analyse and compare different solutions, mediate opposing viewpoints to resolve conflicts	

## **Module 1.3 Financial Education**

### **Students' Prior Knowledge and Skills**

The focus of financial education is to cultivate students' financial literacy, helping them acquire the correct financial management knowledge, methods and skills and develop proper values and attitudes towards money and financial management. At the primary level, through different subjects (e.g. General Studies, Mathematics) and through cross-curricular mode (e.g. class teacher periods, values education activities), students have learned how to manage money. Related learning contents from General Studies include “to know the ways of making sensible consumer decisions” (e.g. understanding consumer rights and responsibilities, factors affecting choices of goods/services), “managing and using money” (e.g. planning how to make good use of one's money, making good use of money: use of red packet money and Octopus Card) and “making good use of resources and practising green living” (e.g. waste reduction at source, saving energy). Together with the knowledge and skills acquired from different topics in Mathematics, students are able to apply flexibly the knowledge and skills of financial management to daily life situations. For example, when students learn the topic “to know the ways of making sensible consumer decisions” in General Studies, they can apply the learning contents in the topics “currency” and “four arithmetic operations” in Mathematics to preliminarily identify the differences between “needs” and “wants” as well as cultivate a proper attitude towards consumption through shopping activities. Another example is that when learning the topic “pie charts” in Mathematics, students are able to connect with the learning contents in the topic “managing and using money” in General Studies. They would be able to show how to allocate the use of pocket money through drawing pie charts, plan their spending and saving, as well as set up saving goals and cultivate a good habit of saving. Knowledge, skills, values and attitudes that students have acquired at the primary level will provide the foundation for their further study of financial management at the junior secondary level.

### **Module Contents**

This module consists of three parts. In the first part, apart from learning how to make informed, rational and responsible decisions on money management and act accordingly, students also need to understand the responsibilities, costs and risks of borrowing. Although students do not need to borrow at the junior secondary level, they still have to understand at this stage that they need to give careful consideration (including critically evaluating one's financial situation and ability of repayment, carefully studying the loan terms and calculating the interest payment on a loan) if they need to borrow in the future for achieving goals in different life stages (e.g. pursuing further studies, purchasing a property). At the same time, students should understand the importance of saving and cultivate a habit of saving. They will also have a preliminary understanding of the general financial services provided by banks and other financial institutions (e.g. deposits, insurance,

loan services, investment<sup>1</sup>, etc.) so as to establish the concept of wealth accumulation and get prepared for making use of savings to invest in the future. They also need to understand that investment involves risks and they should not believe in the claim of “low risk, high return” investments in order to avoid investment scams. Besides, students should understand that they must earn money in a legal and proper way as well as be cautious of offers of making easy money. Last but not least, students should understand that the use of money can not only meet one’s own consumption needs but it can also help people in need. This helps students develop a caring attitude towards others.

In the second part, students will learn the precautions about online shopping. With the increasing popularity of the Internet, online shopping has become a trend. While enjoying the convenience brought by online shopping, students should also be aware of various potential risks and traps involved in online consumption and enhance the awareness of cyber security<sup>2</sup> to avoid being cheated. When shopping online and conducting online transactions, apart from observing legal requirements and exercising self-discipline and self-control, students should pay extra attention to the protection of personal data and respect intellectual property rights. They need to enhance the awareness of potential cyber infrastructure security risks and threats such as cyber crimes. Besides, they need to avoid bearing debts due to overspending.

Apart from learning how to spend money rationally and responsibly from an individual perspective, in the third part of this module, students will learn, from a social perspective, how to reduce waste, protect the environment and conserve resources of the earth by practising green consumption. Through encouraging students to practise green consumption, their environmental awareness and civic responsibilities can be fostered.

### **Learning Outcomes**

After completing this module, students are expected to be able to:

- know the different uses of money and make informed, rational and responsible money management decisions and act accordingly;
- understand the importance of saving and cultivate a habit of saving;
- understand that one needs to bear responsibilities, costs and risks when borrowing;
- understand the importance of prudent financial management and the need to give careful consideration before borrowing;

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<sup>1</sup> Teachers only need to briefly point out some common financial products (e.g. stocks and bonds) and their levels of risks and returns. They do not need to have an in-depth introduction of the detailed characteristics of these financial products.

<sup>2</sup> When teaching this part, teachers should help students understand the importance of proper use of the Internet to the normal operation of society. A normally operated network is closely related to the orderly functioning of society (e.g. online shopping, financial services). This will enable students to recognise the impacts of improper use of the Internet or even cyber crimes on the general public.

- recognise the general financial services provided by banks and other financial institutions;
- establish the concept of wealth accumulation, and understand that investment involves risks and the need to balance risks and returns when making an investment;
- understand that one has to earn money in a legal and proper way and be aware of claims of ways to make easy money;
- understand and be aware of the potential risks and traps of online shopping, and enhance the awareness of cyber security;
- practise green consumption in daily life so as to help reduce waste, protect the environment and conserve resources of the earth; and
- develop and cultivate proper values and attitudes towards money and financial management, including rationality, responsibility, care for others, diligence, cherishment, etc.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
Module 1.3 Financial Education (10 lessons)	<ul style="list-style-type: none"> <li>● Factors for consideration in making informed, rational and responsible money management decisions and developing corresponding behaviours (6 lessons)               <ul style="list-style-type: none"> <li>– Different uses of money (including consumption, savings, investment and donations)</li> <li>– Setting priorities and budgets for consumption items and making choices accordingly, paying particular attention to avoid overspending</li> <li>– Responsibilities, costs and risks to be borne when borrowing<sup>3</sup> (e.g. the responsibility of repaying the principal and interest, the cost of interest, the risk of being unable to repay the debts, the stress brought by owing a debt)</li> <li>– General financial services provided by banks and other financial institutions (e.g. deposits, insurance, loan services, investment<sup>4</sup>)</li> <li>– Brief understanding of investment risks and returns, so as to avoid investment scams, and caution against claims of ways to make easy money</li> </ul> </li> <li>● Precautions about online shopping (2 lessons)               <ul style="list-style-type: none"> <li>– Potential risks and traps of online shopping (e.g. credibility of online shopping websites, security of payment methods, protection of personal data on the Internet, respect for intellectual property rights, ease of causing overspending or even getting into debt), which help students understand the impacts of improper use of the Internet and cyber crimes on the general public as well as enhance their awareness of national security (cyber security)</li> </ul> </li> <li>● Green consumption (2 lessons)</li> </ul>	<ul style="list-style-type: none"> <li>– Holistic thinking skills               <ul style="list-style-type: none"> <li>▪ Analyse and compare consumption items, set priorities and make choices, spend within our means, practise green consumption</li> <li>▪ Assess the advantages and limitations of different solutions from multiple perspectives</li> </ul> </li> <li>– Mathematical skills               <ul style="list-style-type: none"> <li>▪ Perform numerical manipulations, e.g. percentage changes, and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Care for others</li> <li>– Responsibility</li> <li>– Diligence</li> <li>– Law-abidingness</li> <li>– Integrity</li> <li>– Rationality</li> <li>– Self-discipline</li> <li>– Simplicity</li> <li>– Prudence</li> <li>– Cherishment</li> <li>– Care for the environment</li> <li>– Protecting oneself and one’s family</li> <li>– Common good</li> <li>– Sustainable development</li> </ul>

<sup>3</sup> Including brief understanding of loans through credit card consumption.

<sup>4</sup> Students only need to have a brief understanding of common financial products (e.g. stocks and bonds) and their risks and returns. They do not need to have a thorough understanding of the detailed characteristics of these financial products.

	<ul style="list-style-type: none"> <li>- Factors that advocates of green consumption will consider when they make consumption decisions (e.g. taking into consideration individual needs, environmental conservation, sustainable development, and protection of livelihood and health of the next generation)</li> <li>- Practising green consumption in daily consumption</li> </ul>	<p>perform estimations of interest payments with appropriate strategies</p> <ul style="list-style-type: none"> <li>- Self-management skills <ul style="list-style-type: none"> <li>▪ Manage personal resources (e.g. money) properly</li> </ul> </li> <li>- Information technology skills <ul style="list-style-type: none"> <li>▪ Verify and evaluate the accuracy and credibility of information</li> </ul> </li> </ul>	
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## Module 1.4 Rights and Duties

### Students' Prior Knowledge and Skills

As residents of the HKSAR (hereafter “Hong Kong residents”, including permanent residents and non-permanent residents), students should learn from an early age that the basis of the *Basic Law* is derived from the authorisation of the *Constitution*, and the rights of Hong Kong residents are guaranteed by the *Constitution*, the *Basic Law* and the local legal system. They should also understand that they need to fulfill their civic responsibilities. At the primary level, through various subjects (e.g. General Studies) and cross-curricular mode (e.g. class teacher periods, values education activities), students have learned about the rights to be enjoyed and duties to be performed by Hong Kong residents, known about the importance of respecting the rule of law and rights of others, and the necessity of respecting and observing the *Constitution*, the *Basic Law* and local laws. The learning contents of General Studies are particularly relevant, which include “differences among people and the need to respect the rights of others”, “the importance of the *Basic Law* to the lives of Hong Kong residents”, “rights and responsibilities of Hong Kong residents according to the *Basic Law*” and “the importance of observing law and order”.

As part of our country, Hong Kong has the responsibility to contribute to the realisation of strength and prosperity of our country. Everyone in Hong Kong should have the responsibility to maintain Hong Kong’s long-term prosperity and stability, and ensure the practice of “one country, two systems” advances in the right direction in a sound and sustained manner. Students should have an understanding of the *Constitution* from an early age. Through the primary school curriculum, especially General Studies<sup>5</sup>, students understood that the *Basic Law* is the constitutional document of the HKSAR, and it was enacted by the National People’s Congress in accordance with the *Constitution*. It prescribes the systems to be practised in the HKSAR, in order to ensure the implementation of our country’s basic policies regarding Hong Kong, including the implementation of “one country, two systems”, “Hong Kong people administering Hong Kong” and a high degree of autonomy. Students should also understand that the HKSAR, which is an inalienable part of the People’s Republic of China and a local administrative region of the People’s Republic of China, which shall enjoy a high degree of autonomy and come directly under the Central People’s Government. Students should develop a sense of national identity from an early age and willingly respect and uphold the fundamental system of our country, so as to correctly understand that maintaining Hong Kong’s distinctive status and advantages can ensure the practice of “one country, two systems” advances in the right direction in a sound and sustained manner.

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<sup>5</sup> Related topics in General Studies include “origin of the *Basic Law* and ‘one country, two systems’” and “the constitutional background of the *Basic Law* and ‘one country, two systems’”, as well as the *General Studies Curriculum Framework of National Security Education*.

## Module Contents

This module consists of three parts. In the first part, students will learn about the key focuses of the fundamental rights and obligations of citizens prescribed in Chapter II of the *Constitution*, as well as Article 11 of the *Basic Law*, which states: “In accordance with Article 31 of the *Constitution of the People's Republic of China*, the systems and policies practised in the Hong Kong Special Administrative Region, including the social and economic systems, the system for safeguarding the fundamental rights and freedoms of its residents, the executive, legislative and judicial systems, and the relevant policies, shall be based on the provisions of this Law.”

The second part focuses on the fundamental rights and duties of Hong Kong residents under the *Basic Law*. Students should understand that “one country, two systems” and the *Basic Law* are the cornerstones of Hong Kong’s social system. “One country” is the prerequisite, and foundation and core on which “two systems” is implemented. Without “one country”, there will not be “two systems”. The *Basic Law*, which is the constitutional document of the HKSAR, ensures the principles of the rule of law (including equality before the law, all persons having to abide by the law, the power of the government and all of its servants deriving from law, and judicial independence) and thus students will understand the importance of the rule of law to the development of society. In addition, students should understand that as members of society which upholds the rule of law, their rights and freedoms are guaranteed by the *Constitution*, the *Basic Law* and the local legal system. At the same time, they have the obligation to abide by the *Constitution*, the *Basic Law* and the laws. Students should understand that the enjoyment of rights and freedoms carries with it responsibilities. The exercise of rights is not without boundary. They need to consider the overall interests of society. For instance, the exercise of relevant rights may be subject to certain restrictions as provided by law when the restrictions are necessary for respecting the rights or reputations of others, or for the protection of national security or of public order, or of public health or morals. Students should also understand the necessity of abiding by relevant regulations, and their importance to maintaining social stability and safeguarding national security.

In the second part of this module, students have learned the basic rights and duties of Hong Kong residents stipulated by the *Basic Law*, including Article 39 of the *Basic Law* and should have already understood how international agreements relating to rights and responsibilities apply to the HKSAR<sup>6</sup>. In the third part, students will further learn the key focuses of rights and responsibilities<sup>7</sup> covered in international agreements which are related to children’s rights and the

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<sup>6</sup> Article 39 of the *Basic Law* prescribes that “The provisions of the International Covenant on Civil and Political Rights, the International Covenant on Economic, Social and Cultural Rights and the international labour conventions as applied to Hong Kong shall remain in force and shall be implemented through the laws of the HKSAR. The rights and freedoms enjoyed by Hong Kong residents shall not be restricted unless as prescribed by law. Such restrictions shall not contravene the provisions of the preceding paragraph of this Article.”

<sup>7</sup> Students only need to have a brief understanding of the relevant international agreements and do not need to memorise the content of the provisions.

elimination of prejudice and discrimination (including the *Convention on the Rights of the Child*, the *International Convention on the Elimination of All Forms of Racial Discrimination*, the *Convention on the Elimination of All Forms of Discrimination against Women*, and the *Convention on the Rights of Persons with Disabilities*<sup>8</sup>), as well as understand how international agreements apply to the HKSAR in accordance with the provisions of the *Basic Law*.

## Learning Outcomes

After completing this module, students are expected to be able to:

- learn the key focuses of the fundamental rights and obligations of citizens prescribed in Chapter II of the *Constitution*;
- understand that Article 11 of the *Basic Law* prescribes that in accordance with Article 31 of the *Constitution*, the system for safeguarding the fundamental rights and freedoms of Hong Kong residents, and the relevant policies in the HKSAR, shall be based on the provisions of the *Basic Law*;
- understand how the *Basic Law* and the rule of law guaranteed by it protect the rights and freedoms of Hong Kong residents and prescribe that Hong Kong residents shall have the obligation to abide by the laws, as well as the importance of the rule of law to the development of society;
- understand the responsibilities and importance of being a good citizen, including understanding that the exercise of rights and freedoms carries with it duties and responsibilities; the need to respect the rights of others; the need to consider the overall interests of society, including national security, public safety, public order, public health or morals; as well as understanding the necessity of abiding by relevant laws and regulations, and the importance of law-abidingness to maintaining social stability and safeguarding national security;
- understand that Paragraph 1 of Article 153 of the *Basic Law* prescribes that “The application to the Hong Kong Special Administrative Region of international agreements to which the People’s Republic of China is or becomes a party shall be decided by the Central People’s Government, in accordance with the circumstances and needs of the Region, and after seeking the views of the government of the Region”;
- strengthen law-abiding awareness and respect for the rule of law, recognise that abiding by laws and rules is the basic responsibility of citizens, as well as know how to abide by laws and rules and put it into practice, so as to protect the interests of the general public and maintain harmony with members of society; and
- develop a sense of national identity, support the implementation of the principle of “one country, two systems”, and willingly respect and uphold the fundamental system of our country, so that they can correctly understand that maintaining Hong Kong’s distinctive status and advantages can ensure the practice of “one country, two systems” advances in the right direction in a sound and sustained manner.

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<sup>8</sup> Before resuming the exercise of sovereignty over Hong Kong, the Chinese government issued letters to inform the Secretary-General of the United Nations that the *Convention on the Rights of the Child*, the *International Convention on the Elimination of All Forms of Racial Discrimination* and the *Convention on the Elimination of All Forms of Discrimination against Women* would continue to apply to the HKSAR with effect from July 1, 1997. After China signed the *Convention on the Rights of Persons with Disabilities* in 2007, the Chinese government made a statement to the Secretary-General of the United Nations on August 1, 2008, stating that the Convention shall apply to the HKSAR.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
Module 1.4 Rights and Duties (10 lessons)	<ul style="list-style-type: none"> <li>● Fundamental rights and obligations of citizens prescribed by the <i>Constitution</i> in its Chapter II (3 lessons) <ul style="list-style-type: none"> <li>– Key focuses of the fundamental rights<sup>9</sup></li> <li>– Key focuses of the obligations<sup>10</sup></li> <li>– Under the principle of “one country, two systems” and according to the <i>Constitution</i>, the <i>Basic Law</i> makes a special provision <ul style="list-style-type: none"> <li>■ Article 11 of the <i>Basic Law</i> states that in accordance with Article 31 of the <i>Constitution</i>, the system for safeguarding the fundamental rights and freedoms of the residents of the HKSAR, and the relevant policies in the HKSAR shall be based on the provisions of the <i>Basic Law</i></li> </ul> </li> </ul> </li> <li>● The fundamental rights and duties of Hong Kong residents prescribed by the <i>Basic Law</i> and the principles of the rule of law guaranteed by it (4 lessons) <ul style="list-style-type: none"> <li>– Fundamental rights to be enjoyed and duties to be performed by Hong Kong residents</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Critical thinking skills <ul style="list-style-type: none"> <li>▪ Analyse the importance of rights and duties</li> <li>▪ Analyse the social values underpinning relevant international agreements</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Sense of national identity</li> <li>– Human rights and responsibilities</li> <li>– Law-abidingness</li> <li>– Respect for the rule of law</li> <li>– Respect for others</li> <li>– Equality</li> <li>– Justice</li> <li>– Freedom</li> <li>– Common good</li> </ul>

<sup>9</sup> The key focuses of the fundamental rights of citizens prescribed by the *Constitution* include (1) shall enjoy the rights prescribed by the *Constitution* and the law; (2) are equal before the law; (3) shall have the right to vote and stand for election; (4) shall enjoy freedom of speech, the press, assembly, association, procession and demonstration; (5) shall enjoy freedom of religious belief; (6) personal freedom and personal dignity shall not be violated, and homes are inviolable; (7) freedom and confidentiality of correspondence shall be protected by law; (8) shall have the right to criticise and make suggestions regarding any state organ or state employee; (9) shall have the right to work, and working people shall have the right to rest; (10) shall have the right to receive education; (11) shall enjoy the freedom to engage in scientific research, literary and artistic creation, and other cultural pursuits; and (12) women shall enjoy equal rights with men in all spheres of life: political, economic, cultural, social and familial.

<sup>10</sup> The key focuses of citizens’ obligations prescribed by the *Constitution* include (1) must fulfill the obligations prescribed by the *Constitution* and the law; (2) when exercising the freedoms and rights, citizens of the People’s Republic of China shall not undermine the interests of the state, society or collectives, or infringe upon the lawful freedoms and rights of other citizens; (3) shall have the obligation to safeguard national unity and the solidarity of all the country’s ethnic groups; (4) must abide by the *Constitution* and the law, keep state secrets, protect public property, observe discipline in the workplace, observe public order, and respect social morality; (5) shall have the obligation to safeguard the security, honor and interests of the motherland; they must not behave in any way that endangers the motherland’s security, honor or interests; (6) it is the sacred duty of every citizen of the People’s Republic of China to defend the motherland and resist aggression; it is an honorable obligation of citizens of the People’s Republic of China to perform military service or join the militia in accordance with law; (7) shall have the obligation to pay taxes in accordance with law; and (8) shall have the obligation to work.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
	<ul style="list-style-type: none"> <li>- How the principles of the rule of law (including equality before the law, all persons having to abide by the law, the power of the government and all of its servants being derived from law, and judicial independence) protect the rights and freedoms of Hong Kong residents and prescribe their duty to abide by the law, and the importance of the rule of law to the development of society</li> <li>- The exercise of rights and freedoms carries with it responsibilities; the exercise of rights is not without boundary; one needs to respect the rights of others, consider the overall interests of society and abide by the law (e.g. the exercise of rights may be subject to certain restrictions as provided by law when the restrictions are necessary for respect of the rights or reputations of others, or for the protection of national security or of public order, or of public health or morals) <ul style="list-style-type: none"> <li>■ Taking protection of public order and public health as examples to help students understand that the exercise of rights and freedoms carries with it responsibilities, the relationship between protection of human rights and freedoms and safeguard of national security, and the importance of safeguarding national security</li> </ul> </li> <li>• The <i>Basic Law</i> prescribes how international agreements apply to the HKSAR; and through relevant international agreements to understand rights and duties related to the rights of the child, and the elimination of prejudice and discrimination (3 lessons) <ul style="list-style-type: none"> <li>- Paragraph 1 of Article 153 of the <i>Basic Law</i> prescribes that “The application to the Hong Kong Special Administrative Region of international agreements to which the People’s Republic of China is or becomes a party shall be</li> </ul> </li> </ul>		

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
	<p>decided by the Central People’s Government, in accordance with the circumstances and needs of the Region, and after seeking the views of the government of the Region”</p> <ul style="list-style-type: none"> <li>– The rights of the child and the restrictions on the exercise of certain rights<sup>11</sup></li> <li>– Rights and duties related to the elimination of prejudice and discrimination<sup>12</sup></li> </ul>		

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<sup>11</sup> The rights of the child and related restrictions include (1) the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth; (2) have basic rights to life, such as adequate nutritious food, housing, clean drinking water, necessary medical assistance, etc.; (3) the right to education, leisure, participation in cultural activities and understanding their basic rights; (4) the right to be protected from any form of abuse, neglect and exploitation; (5) the right to freedom of expression, association and peaceful assembly; the exercise of related freedom may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary for respect of the rights or reputations of others, or for the protection of national security, public order, or public health or morals; and (6) the right to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child’s education, or to be harmful to the child’s health or physical, mental, spiritual, moral or social development.

<sup>12</sup> The rights and obligations related to the elimination of prejudice and discrimination include (1) all persons are equal before the law and are entitled without any discrimination to the equal protection and equal benefit of the law against any discrimination; (2) measures to promote diversity and inclusion, including the identification and elimination of obstacles and barriers to accessibility; (3) comply with relevant laws and restrictions; and (4) respect and accept different people, actively integrate into society, and promote social harmony.

## **Module 2.1 Overcoming Growth Challenges**

### **Students' Prior Knowledge and Skills**

Students should develop a positive, proactive and healthy lifestyle, cultivate good behaviours and the habit of devoting to the public good, overcome different growth challenges so that they can seize opportunities as they grow up. At the primary level, through learning different topics such as “healthy lifestyle” and “the harm of taking harmful substances and drug” in General Studies, class teacher periods, values education activities, students have learned to develop a healthy lifestyle and eating habit, understood the harm of inappropriate behaviours and learned to say “NO” to gambling, drug abuse, smoking, drinking and sexual requests. After being promoted to the junior secondary level, students will expand their social circles and meet people of different backgrounds. Hence, there is a greater chance that they will encounter temptations and traps involving undesirable behaviours. Therefore, they need to have a firm understanding of the norms of community life (such as in school and society), think prudently before acting, and avoid being affected by peers easily. At the junior secondary level, students will further learn related topics, including recognising the common causes of adolescents’ undesirable behaviours, the possible legal liabilities and remedial strategies of getting back on track. Teachers can use the knowledge and skills that students have learned in Module 1.1 (including the development of a positive self-concept, strategies for developing positive emotions and coping with anxiety and pressure, and self-management skills) as the foundation and guide students to connect with what they have learned in Module 1.2 “Interpersonal Relationships and Social Inclusiveness” and apply the principles and ways of coping with peer or conformity pressure to deepen and consolidate the learning, so as to help students choose friends carefully and avoid the negative impacts from bad friends and undesirable trends in society.

### **Module Contents**

In this module, students will recognise the importance of a healthy and meaningful lifestyle, as well as optimistic, perseverant, proactive and positive beliefs to resisting temptations and rejecting undesirable behaviours. Building on this foundation, students will recognise the general features of adolescents’ undesirable behaviours (especially addictive behaviours), the causes of adolescents’ undesirable behaviours, as well as the irreversible and serious consequences of such undesirable behaviours on adolescents themselves, their families, friends and society. By participating in healthy group activities, sports activities and community services, students can develop their talents and acquire a sense of success and satisfaction, which will help them stay away from undesirable behaviours. Teachers should help students acquire the effective ways (e.g. seeking help from family members, social workers and teachers) to stay away from and cope with undesirable behaviours so that they can protect themselves, uphold positive values and integrity, abide by the law and reject undesirable behaviours when facing difficulties, temptation and traps. This will help students live a fulfilling life.

## **Learning Outcomes**

After completing this module, students are expected to be able to:

- recognise the importance of a healthy and meaningful lifestyle, and understand the importance of optimistic, perseverant, proactive and positive beliefs to living a fulfilling life;
- choose friends carefully and make more good friends actively;
- recognise the features of adolescents' undesirable behaviours (especially addictive behaviours);
- recognise the causes of adolescents' undesirable behaviours;
- understand the serious consequences of undesirable behaviours, including the negative impacts on personal prospects and the need to bear legal liabilities;
- stay alert for and refuse undesirable behaviours;
- acquire the strategies of staying away from undesirable behaviours and remedial strategies of getting back on track; and
- develop and cultivate positive values, attitudes and behaviours, such as self-discipline, responsibility and law-abidingness.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
Module 2.1 Overcoming Growth Challenges (7 lessons)	<ul style="list-style-type: none"> <li>● Developing positive values and self-management skills in adolescents to overcome growth challenges, reject and stay away from undesirable behaviours (7 lessons)               <ul style="list-style-type: none"> <li>– Importance of a healthy and meaningful lifestyle and optimistic, perseverant, proactive and positive beliefs to living a fulfilling life and resisting undesirable behaviours<sup>13</sup> <ul style="list-style-type: none"> <li>■ A fulfilling life can be achieved in different ways and everyone can expect and live a fulfilling life</li> <li>■ Realising one’s potential and striving for one’s goals and well-being of others will lead to a fulfilling life</li> <li>■ Challenges and setbacks are common in personal growth and one must deal with them with proper attitudes and strategies</li> <li>■ Turning to undesirable behaviours due to ignorance and weakness will ruin a fulfilling life</li> <li>■ Overcoming growth challenges with desirable attitudes and self-management skills is an inevitable stage for transiting from adolescence to adulthood</li> </ul> </li> <li>– Features of undesirable behaviours (especially addictive behaviours);</li> <li>– Causes of adolescents’ undesirable behaviours (including escaping from reality, satisfying various desires and being affected by bad friends)</li> <li>– Serious impacts of undesirable behaviours on adolescents, their families, friends and society (including the negative impacts on personal prospects and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Self-management skills               <ul style="list-style-type: none"> <li>▪ Exercise self-control when facing undesirable behaviours (especially addictive behaviours)</li> <li>▪ Get into the habit of reviewing and reflecting on oneself</li> </ul> </li> <li>– Critical thinking skills               <ul style="list-style-type: none"> <li>▪ Recognise and understand the motives behind instigating people to conduct undesirable</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Responsibility</li> <li>– Care for others</li> <li>– Law-abidingness</li> <li>– Respect for others</li> <li>– Perseverance</li> <li>– Respect for self</li> <li>– Self-reflection</li> <li>– Self-discipline</li> <li>– Integrity</li> <li>– Rationality</li> <li>– Proactivity</li> <li>– Critical thinking</li> <li>– Courage to seek help</li> </ul>

<sup>13</sup> When teaching this module, teachers should guide students to naturally connect with their learning in Module 1.1, that is, everyone can develop a positive self-concept, and people of different characters and abilities should have an aspiration of pursuing a good life. The cohesive family life, mutually supportive friendship stated in Module 1.2 and seizing personal as well as social development opportunities should be the main theme of personal growth of adolescents. Adolescents should be alert to and reject all forms of undesirable behaviours lest their fulfilling lives be ruined.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
	<p>legal liabilities)</p> <ul style="list-style-type: none"> <li>- Preventive and remedial strategies of undesirable behaviours (including seeking help from family members, social workers and teachers, participating in counseling programs, adjusting values and behaviours, participating in healthy group activities, sports activities and community services to develop talents and acquire a sense of success and satisfaction)</li> <li>- Undesirable behaviours of adolescents including<sup>14</sup>: (Teachers must cover the following three topics. ) <ul style="list-style-type: none"> <li>■ bullying (including cyber-bullying)</li> <li>■ sexual harassment</li> <li>■ drug abuse</li> </ul> <p>(The following are common undesirable behaviours of adolescents. Teachers should adjust the breadth and depth of these topics according to the school contexts and students' needs when teaching them. )</p> <ul style="list-style-type: none"> <li>■ smoking (including electronic smoking products, heated tobacco products and herbal cigarettes)</li> <li>■ gambling</li> <li>■ Internet addiction (especially online and mobile games which involve sex, violence or in-game purchases)</li> <li>■ pornography addiction</li> <li>■ compensated dating</li> </ul> </li> </ul>	<p>behaviours</p> <ul style="list-style-type: none"> <li>▪ Understand the probable consequences of undesirable behaviours</li> </ul> <p>- Communication skills</p> <ul style="list-style-type: none"> <li>▪ Reject temptation clearly and resolutely</li> </ul> <p>- Holistic thinking skills</p> <ul style="list-style-type: none"> <li>▪ Execute plans to get back on track, review the progress and make reflection</li> </ul>	

<sup>14</sup> New forms of undesirable behaviours (especially addictive behaviours) may arise alongside social change. Teachers should master characteristics of undesirable behaviours and make professional judgment according to real life contexts and students' needs. Through the study of selected examples and learning and teaching arrangements (e.g. jigsaw learning on different addictive behaviours), students learn the characteristics of undesirable behaviours (especially addictive behaviours) and how to develop a healthy, positive and meaningful lifestyle.

<b>Module Title</b>	<b>Learning Points</b>	<b>Examples of Generic Skills/Skills Involved</b>	<b>Examples of Values and Attitudes Involved</b>
	<ul style="list-style-type: none"> <li>■ naked chat, etc.</li> </ul>		

## Module 2.2 Governance of the HKSAR

### Students' Prior Knowledge and Skills

As Hong Kong residents, students should learn from an early age that the *Constitution* and the *Basic Law* jointly form the constitutional basis of the HKSAR. Through the primary school curriculum, especially General Studies<sup>15</sup> and cross-curricular mode (e.g. class teacher periods, values education activities), students understood that the National People's Congress formulated the *Basic Law* in accordance with the *Constitution*, and the *Basic Law* is the constitutional document of the HKSAR. The *Basic Law* prescribes the systems to be practised in the HKSAR, and ensures the implementation of the basic policies of the People's Republic of China regarding Hong Kong, including the implementation of “one country, two systems”, “Hong Kong people administering Hong Kong” and a high degree of autonomy. Students need to understand that the HKSAR is an inalienable part of the People's Republic of China and has been authorised by the National People's Congress to exercise a high degree of autonomy in accordance with the *Basic Law*. The HKSAR is a local administrative region of the People's Republic of China, which shall enjoy a high degree of autonomy and come directly under the Central People's Government.

### Module Contents

This module consists of three parts. Students will deepen their understanding of the central government's overall jurisdiction while securing the SARs' high degree of autonomy. Since Hong Kong's return to the motherland, it was re-integrated into China's governance system, and a constitutional order has been established with the “one country, two systems” principle as its fundamental guideline. The central government's overall jurisdiction over the SARs underpins their high degree of autonomy, and such autonomy bestowed by the law is fully respected and resolutely safeguarded by the central government. The first part of learning content includes: (1) the *Constitution* and the *Basic Law* jointly form the constitutional basis of the HKSAR; (2) the *Constitution* and the *Basic Law* entrust the Central Authorities to exercise overall jurisdiction over the HKSAR; (3) the powers directly exercised by the Central Authorities and its power of supervision over the high degree of autonomy of the HKSAR are stipulated in the *Basic Law*; and (4) the HKSAR is authorised by the National People's Congress to exercise a high degree of autonomy in accordance with the provisions of the *Basic Law*.

In the second part, students will learn the constitutional order of the HKSAR as established by the *Constitution* and the *Basic Law*. They will also learn as stipulated by the *Basic Law*, the political structure of the HKSAR is an executive-led system, in which the Chief Executive is vested with the dual role and has dual accountability, and the executive, legislative and judicial branches perform their duties in accordance with the *Basic Law* and other relevant laws. The

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<sup>15</sup> Related topics in General Studies include “origin of the *Basic Law* and ‘one country, two systems’” and “the constitutional background of the *Basic Law* and ‘one country, two systems’”, as well as the *General Studies Curriculum Framework of National Security Education*.

executive and legislative branches check and balance and cooperate with each other while the judiciary exercises its power independently. At the same time, students will learn the direction of development for the methods of selecting the Chief Executive and forming the legislature, including improving the electoral system of the HKSAR and ensuring the implementation of the principle of “patriots administering Hong Kong”.

In the third part, students will understand the provisions of the *Constitution* on safeguarding national security and that national security is a matter within the purview of the Central Authorities. Students will also understand that the Central People’s Government has an overarching responsibility for national security affairs related to the HKSAR, and the HKSAR has the constitutional duty to safeguard national security. Students will recognise the “holistic view of national security” and the four types of crimes that endanger national security as regulated by the *National Security Law*, and understand the importance of the *National Security Law* to safeguarding national security (homeland security, political security), and put the idea of “national security is our shared responsibility and everyone has a role to play” into practice.

### **Learning Outcomes**

After completing this module, students are expected to be able to:

- understand that the *Constitution* comes first before the *Basic Law* and the *Constitution* is the “parent law” while the *Basic Law* is the “branch law”; and that the *Constitution* and the *Basic Law* jointly form the constitutional basis of the HKSAR;
- understand that “one country” is the foundation and prerequisite for “two systems”; and that the *Constitution* and the *Basic Law* entrust the Central Authorities to exercise overall jurisdiction over the HKSAR;
- understand the powers directly exercised by the Central Authorities and its power of supervision over the high degree of autonomy of the HKSAR as stipulated by the *Basic Law*;
- understand that the HKSAR is authorised by the National People’s Congress to exercise a high degree of autonomy in accordance with the provisions of the *Basic Law*;
- understand that the constitutional order of the HKSAR is established by the *Constitution* and the *Basic Law*, and that the *Basic Law* stipulates that the political structure of the HKSAR is an executive-led system;
- understand the direction of development for the methods of selecting the Chief Executive and forming the legislature, including improving the electoral system of the HKSAR and ensuring the implementation of the principle of “patriots administering Hong Kong”;
- understand that the Central People’s Government has an overarching responsibility for national security affairs related to the HKSAR, and the Government of the HKSAR has the constitutional duty to safeguard national security;

- understand the “holistic view of national security”;
- understand the importance of the *National Security Law* to safeguarding national security (homeland security, political security);
- understand and put into practice the idea that “national security is our shared responsibility and everyone has a role to play”; and
- develop a sense of national identity, support the implementation of the principle of “one country, two systems”, and willingly respect and uphold the fundamental system of our country, so as to correctly understand that maintaining Hong Kong’s distinctive status and advantages of strong support from the motherland and close connection with the world can ensure the practice of “one country, two systems” advances in the right direction in a sound and sustained manner.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
Module 2.2 Governance of the HKSAR (15 lessons)	<ul style="list-style-type: none"> <li>● The relationship between the Central Authorities and the HKSAR as prescribed by the <i>Basic Law</i> (5 lessons) <ul style="list-style-type: none"> <li>– The <i>Constitution</i> and the <i>Basic Law</i> jointly form the constitutional basis of the HKSAR <ul style="list-style-type: none"> <li>■ The <i>Constitution</i> is the fundamental law of our country, has supreme legal force and is applicable to the whole country; the <i>Constitution</i> comes before the <i>Basic Law</i>, and the <i>Constitution</i> is the parent law while the <i>Basic Law</i> is the branch law<sup>16</sup></li> </ul> </li> <li>– The principle of “one country, two systems”: “one country” is the prerequisite and foundation for “two systems” <ul style="list-style-type: none"> <li>■ the <i>Constitution</i> and the <i>Basic Law</i> entrust the Central Authorities to exercise overall jurisdiction over the HKSAR: <ul style="list-style-type: none"> <li>▪ the powers directly exercised by the Central Authorities and its power of supervision over the high degree of autonomy of the HKSAR<sup>17</sup> [Supplemented by the powers of the corresponding state institutions such as the National People’s Congress, the Standing Committee of the National People’s Congress, the State Council,</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Holistic thinking skills <ul style="list-style-type: none"> <li>▪ Understand from different perspectives the constraints the government faces when making policies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Sense of national identity</li> <li>– Law-abidingness</li> <li>– Respect for the rule of law</li> <li>– Responsibility</li> <li>– Fairness</li> </ul>

<sup>16</sup> The second paragraph of the preamble to the *Basic Law* states that “the People’s Republic of China has decided that upon China’s resumption of the exercise of sovereignty over Hong Kong, a Hong Kong Special Administrative Region will be established in accordance with the provisions of Article 31 of the *Constitution* of the People’s Republic of China”; and the third paragraph states that “In accordance with the *Constitution* of the People’s Republic of China, the National People’s Congress hereby enacts the Basic Law of the Hong Kong Special Administrative Region of the People’s Republic of China, prescribing the systems to be practised in the Hong Kong Special Administrative Region, in order to ensure the implementation of the basic policies of the People’s Republic of China regarding Hong Kong”.

<sup>17</sup> These include the constitutional powers of the establishment of the special administrative region (SAR), deciding on the systems to be instituted there, the establishment of the governance structure in the SAR, the management of foreign affairs relating to the SAR, the management of the defence of the SAR, the appointment of the Chief Executive and principal officials, archiving and reviewing legislation of the SAR, and the amendment and interpretation of the *Basic Law*, etc.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
	<p>etc. in the <i>Constitution</i> to help students understand that the relevant provisions of the <i>Basic Law</i> are derived from the <i>Constitution</i>]</p> <ul style="list-style-type: none"> <li>▪ the authorisation of the HKSAR to exercise a high degree of autonomy and enjoy executive, legislative and independent judicial powers, including that of final adjudication, in accordance with the provisions of the <i>Basic Law</i> by National People’s Congress</li> <li>• The constitutional order of the HKSAR as established by the <i>Constitution</i> and the <i>Basic Law</i>, the characteristics of the political structure of the HKSAR, and the direction of development for the methods of selecting the Chief Executive and forming the legislature (6 lessons) <ul style="list-style-type: none"> <li>– The HKSAR is an inalienable part of the People’s Republic of China</li> <li>– The HKSAR is a local administrative region of the People’s Republic of China, which shall enjoy a high degree of autonomy and come directly under the Central People’s Government</li> <li>– The executive-led system <ul style="list-style-type: none"> <li>▪ The Chief Executive is vested with the dual role<sup>18</sup> and has dual accountability<sup>19</sup>; and the powers and functions of the Chief Executive include leading the Government of the HKSAR, signing bills, deciding on government policies, etc.<sup>20</sup>, showing that the political structure of the</li> </ul> </li> </ul> </li> </ul>		

<sup>18</sup> Paragraph 1 of Article 43 of the *Basic Law* stipulates that “The Chief Executive of the Hong Kong Special Administrative Region shall be the head of the Hong Kong Special Administrative Region and shall represent the Region.”; while Paragraph 1 of Article 60 stipulates that “The head of the Government of the Hong Kong Special Administrative Region shall be the Chief Executive of the Region”.

<sup>19</sup> Paragraph 2 of Article 43 of the *Basic Law* stipulates that “The Chief Executive of the Hong Kong Special Administrative Region shall be accountable to the Central People’s Government and the Hong Kong Special Administrative Region in accordance with the provisions of this Law”.

<sup>20</sup> Refer to Article 48 of the *Basic Law*.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
	<p>HKSAR is an executive-led system</p> <ul style="list-style-type: none"> <li>■ The <i>Basic Law</i> prescribes that the political structure of the HKSAR is an executive-led system, in which the executive, legislative and judicial branches perform their duties in accordance with the <i>Basic Law</i> and other relevant laws; the executive and legislative branches check and balance and cooperate with each other while the judiciary exercises its power independently</li> <li>– The direction of development for the methods of selecting the Chief Executive and forming the legislature <ul style="list-style-type: none"> <li>■ Improving the electoral system of the HKSAR and ensuring the implementation of the principle of “patriots administering Hong Kong”, the National People’s Congress authorised its Standing Committee to amend Annex I and Annex II to the <i>Basic Law</i><sup>21</sup></li> <li>■ In accordance with the <i>Constitution</i>, the <i>Basic Law</i> and the relevant decisions of the National People’s Congress and its Standing Committee, and after listening to the opinions of all sectors of Hong Kong society, the Central People’s Government will ultimately implement the objectives set out in paragraph 2 of Article 45 and paragraph 2 of Article</li> </ul> </li> </ul>		

<sup>21</sup> The focuses of the improvement of the electoral system of the HKSAR include (1) ensuring “Hong Kong people administering Hong Kong” with patriots as the main body, effectively improving the governance efficacy of the HKSAR; (2) establishing an Election Committee which is broadly representative, suited to the HKSAR’s realities, and representative of the overall interests of its society; (3) the Chief Executive to be elected by the Election Committee and appointed by the Central People’s Government; (4) members of the Legislative Council to include members returned by the Election Committee, those returned by functional constituencies, and those by geographical constituencies through direct elections; and (5) establishing Candidate Eligibility Review Committee in the HKSAR.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
	<p style="text-align: center;">68 of the <i>Basic Law</i><sup>22</sup></p> <ul style="list-style-type: none"> <li>• Responsibility of the HKSAR to safeguard national security (4 lessons) <ul style="list-style-type: none"> <li>– The provisions of the <i>Constitution</i> on safeguarding national security; national security as a matter under the purview of the Central Authorities</li> <li>– The overarching responsibility of the Central People’s Government for national security affairs relating to the HKSAR, and the constitutional duty of the HKSAR to safeguard national security</li> <li>– National security as our shared responsibility with everyone having a role to play <ul style="list-style-type: none"> <li>■ Understanding the meaning of national security (“holistic view of national security”)</li> <li>■ Understanding the importance of safeguarding national security</li> </ul> </li> <li>– The importance of the <i>National Security Law</i> to safeguarding national security <ul style="list-style-type: none"> <li>■ The background of the legislation and drafting process of the <i>National Security Law</i></li> <li>■ The duties and the government bodies of the HKSAR for safeguarding national security, and the mandate of the Office for Safeguarding National Security of the Central People’s Government in the HKSAR</li> <li>■ The details of the four types of offences endangering national security</li> </ul> </li> </ul> </li> </ul>		

<sup>22</sup> Paragraph 2 of Article 45 of the *Basic Law* stipulates that “The method for selecting the Chief Executive shall be specified in the light of the actual situation in the Hong Kong Special Administrative Region and in accordance with the principle of gradual and orderly progress. The ultimate aim is the selection of the Chief Executive by universal suffrage upon nomination by a broadly representative nominating committee in accordance with democratic procedures”. Paragraph 2 of Article 68 stipulates that “The method for forming the Legislative Council shall be specified in the light of the actual situation in the Hong Kong Special Administrative Region and in accordance with the principle of gradual and orderly progress. The ultimate aim is the election of all the members of the Legislative Council by universal suffrage.”

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
	as regulated by the <i>National Security Law</i> , and the importance of the <i>National Security Law</i> to safeguarding national security (homeland security, political security)		

## **Module 2.3 Public Finance of Hong Kong**

### **Students' Prior Knowledge and Skills**

The use of public finance will directly affect people's livelihood and the development of society. Public finance is closely related to our daily lives. At the primary level, students have learned to understand their community and develop a concern for community affairs. They have also understood the rights and responsibilities of individuals. Relevant learning contents of General Studies include “to recognise that economic decisions of the society can affect our lives as well as the environment”, “our rights and responsibilities as consumers of goods and services and in using community facilities” and “to reflect on the balance between one's rights and responsibilities”. At the junior secondary level, students have learned to use money rationally and responsibly from an individual perspective in Module 1.3 “Financial Education”. The above foundation helps facilitate students' learning of this module. They will understand how the government uses limited resources to meet citizens' needs and the costs involved from the perspective of the overall well-being of society.

### **Module Contents**

This module consists of three parts. In the first part, students will have a preliminary understanding of the major items of government revenue and expenditure. They will understand the simple and low tax system of Hong Kong (including differences in taxes and tax rates between Hong Kong, the Mainland and other developed countries). In the second part, students will learn the objectives of public finance as well as factors to be considered by the government when managing public finance and the constraints it faces. After acquiring the basic knowledge of public finance, students will be able to make objective and evidence-based analyses of the government Budgets. Besides, students will further develop their data analysis skills by understanding the statistics and graphs of public finance<sup>23</sup>.

In the third part, students will learn the relationship between public finance and citizens. They will also understand that while citizens shall have the right to social welfare in accordance with law, they have the obligation to pay taxes. Besides, students should learn that people in society have different views on the government revenue and expenditure policy, and they shall analyse different stakeholders' views on the policy in a rational and responsible manner. After understanding the needs of different people in society, students should know how to make use of appropriate channels to express their views on the government Budget, and develop a concern for social affairs. Students will also attempt to analyse government's public finance policies from the perspective of the overall well-being of society.

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<sup>23</sup> In Mathematics at the primary level, students have learned to collect and process data, use appropriate graphs to show data and extract information from graphs.

## **Learning Outcomes**

After completing this module, students are expected to be able to:

- understand the major items of government revenue and expenditure;
- recognise the simple and low tax system of Hong Kong;
- recognise the objectives of public finance;
- understand the factors to be considered by the government when managing public finance as well as the constraints it faces;
- understand the impacts of government revenue and expenditure on society and the economy;
- identify the major sources of government revenue and items of expenditure from relevant information sources and analyse data and graphs related to public finance;
- understand that residents have the obligation to pay taxes and the right to social welfare in accordance with law; and
- develop a concern for social affairs through understanding public finance of Hong Kong, as well as analyse the government's public finance policies from the perspective of the overall well-being of society.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
Module 2.3 Public Finance of Hong Kong (8 lessons)	<ul style="list-style-type: none"> <li>● As the manager of public resources, the government’s major items of government revenue and expenditure (2 lessons)               <ul style="list-style-type: none"> <li>– Major items of government revenue and expenditure</li> <li>– Simple and low tax system of Hong Kong (including differences in taxes and tax rates between Hong Kong, the Mainland and other developed countries)</li> </ul> </li> <li>● Factors that the government will consider when managing public finance as well as the constraints it faces (4 lessons)               <ul style="list-style-type: none"> <li>– Objectives of public finance (e.g. re-distributing income; driving economic development; responding to social needs such as poverty alleviation, catering for the housing needs of the public and tackling an ageing population)</li> <li>– In accordance with the principles underlying the government’s management of public finance enshrined in the <i>Basic Law</i></li> <li>– In accordance with the policy direction of the government</li> </ul> </li> <li>● Relationship between public finance and citizens (2 lessons)               <ul style="list-style-type: none"> <li>– The obligation to pay taxes and the right to social welfare in accordance with law</li> <li>– Showing concern for social affairs (including understanding the needs of different people in society, knowing the use of appropriate channels to express views on the government Budgets), as well as attempting to analyse the public finance policies of the government from the perspective of the overall well-being of society</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Holistic thinking skills               <ul style="list-style-type: none"> <li>▪ Analyse the intended effects of government expenditure on different policy domains</li> </ul> </li> <li>– Mathematical skills               <ul style="list-style-type: none"> <li>▪ Collect, organise, analyse and interpret economic data</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Responsibility</li> <li>– Care for others</li> <li>– Empathy</li> <li>– Rationality</li> <li>– Common good</li> <li>– Critical thinking</li> </ul>

## **Module 2.4 Economic Performance and Human Resources of Hong Kong**

### **Students' Prior Knowledge and Skills**

At the primary level, students have acquired a basic understanding of the major characteristics and development of the Hong Kong economy. Relevant learning contents in General Studies include “different occupations in the local community”, “major economic activities in Hong Kong”, “factors affecting the economic development in Hong Kong”, “major and emerging industries in Hong Kong”, as well as trade between Hong Kong, the Mainland and other parts of the world. Regarding mathematical skills, students have learned to collect and process data, and known how to use appropriate graphs to show the data and extract information from graphs. Building on their learning at the primary level, students should be able to deepen and broaden the aforementioned knowledge and skills at the junior secondary level. They will further understand the characteristics of the Hong Kong economy and recognise opportunities and challenges for youth employment brought by economic ups and downs and industrial development.

### **Module Contents**

This module consists of three parts. In the first part, students will learn the basic knowledge of some common economic indicators and industrial structures. Through interpreting statistics and graphs related to these common economic indicators, students should be able to understand and briefly describe the general situation of the Hong Kong economy and the changes and trends of its development in the past decade. Students should recognise that economic performance of Hong Kong is always affected by external factors and fluctuates. They should then understand the characteristics of the Hong Kong economy as being highly externally oriented and open; and that the stability of the Hong Kong economy is related to economic security<sup>24</sup>. In addition, the learning contents on the common economic indicators will help students develop an in-depth understanding of the effectiveness of public finance policies in Module 2.3 “Public Finance of Hong Kong”. At the same time, students should recognise that as part of our country, Hong Kong’s economic development is closely connected with the development of our country. They should also understand how Hong Kong has seized the opportunities brought by the reform and opening up of our country and contributed to its development, so as to enhance students’ sense of belonging towards our country and national identity.

The second part will focus on studying the phenomenon of economic globalisation. Firstly, students will learn the meaning of economic globalisation, factors contributing to economic globalisation and its impacts. They will then understand the opportunities and challenges that economic globalisation has brought to the

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<sup>24</sup> Economic security, including the security of the economic system, economic order, economic sovereignty and economic development, is the foundation of national security and development.

Hong Kong economy, including under economic globalisation, the status of Hong Kong as an international financial centre<sup>25</sup> and the role of Hong Kong in the economic development of our country. These help students understand that strong support from the motherland and close connection with the world are Hong Kong's distinctive advantages; and how Hong Kong integrates itself into our country's overall development and serves well as the bridge for mutual connection and access between our country and the world, which will help students become the active forces driving the development of Hong Kong.

In the third part, students will learn the opportunities and challenges brought for youth employment by the ups and downs of the economy and industrial development, for example, the emergence of new industries and changes in the mode of employment worldwide, and the availability of entrepreneurial and employment opportunities in the Guangdong-Hong Kong-Macao Greater Bay Area. Students will also learn the statistics of the labour market in Hong Kong, as well as changes in the number of employed persons in different industries, which serves as basic information for discussing related topics. The above learning contents help cultivate students' entrepreneurial spirit<sup>26</sup>, and encourage them to equip themselves early, be diligent and contribute to society, our country and the world.

### **Learning Outcomes**

After completing this module, students are expected to be able to:

- recognise some common economic performance indicators;
- recognise the classification of industrial structures (including the definition of primary, secondary and tertiary industries);
- recognise the characteristics of the Hong Kong economy as being highly externally oriented and open, identify some major economic events in the past which had caused ups and downs in the Hong Kong economy (e.g. “Asian Financial Crisis”, “Global Financial Crisis”) and understand their impacts on the Hong Kong economy;
- understand that the economic development of Hong Kong is closely connected with the development of our country, as well as how Hong Kong has seized the opportunities brought by the reform and opening up of our country and at the same time contributed to its development, so as to develop students' sense of belonging towards our country and national identity;
- understand the meaning of economic globalisation, factors leading to economic globalisation and its impacts;
- understand the opportunities and challenges brought by economic globalisation to the status of Hong Kong as an international financial centre;

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<sup>25</sup> Refer to related articles in the *Basic Law*, such as Article 109, Article 110 and Article 112.

<sup>26</sup> “Entrepreneurial spirit” includes the qualities of possessing creativity and innovativeness, taking initiatives and responsibilities, taking calculated risks, upholding perseverance in times of uncertainty and seizing the best of the opportunities ahead.

- understand the role of Hong Kong in the economic development of our country under economic globalisation, Hong Kong's distinctive advantages of strong support from the motherland and close connection with the world, as well as the need for Hong Kong to enhance its development momentum and serve well as the bridge for mutual connection and access between our country and the world;
- recognise the opportunities and challenges for youth employment brought by ups and downs in the economy, recent changes and future trends of industrial development;
- use appropriate statistics and graphs to describe the economic performance of Hong Kong in different periods and analyse the economic situation of Hong Kong (including labour market);
- make informed analysis and judgement on topics and policies related to employment; and
- develop an entrepreneurial spirit and the virtue of diligence, broaden their global perspective, and contribute to society, our country and the world.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
Module 2.4 Economic Performance and Human Resources of Hong Kong (20 lessons)	<ul style="list-style-type: none"> <li>● Economic performance of Hong Kong (9 lessons)               <ul style="list-style-type: none"> <li>– Economic performance indicators (including Gross Domestic Product<sup>27,28</sup>, per capita Gross Domestic Product, unemployment rate, inflation rate) and classification of industrial structures (including the definition of primary, secondary and tertiary industries)</li> <li>– Changes and trends of economic performance indicators for Hong Kong in the past decade</li> <li>– The characteristics of the Hong Kong economy as being highly externally oriented and open; the connection between economic ups and downs in Hong Kong and regional and global events (e.g. “Asian Financial Crisis”, “Global Financial Crisis”); and the importance of stabilising the Hong Kong economy to national economic security<sup>29</sup></li> <li>– Close connection between the economic development of Hong Kong and the development of our country (including the overview of the economic development of Hong Kong after the Second World War, how Hong Kong has seized the opportunities brought by the reform and opening up of our country and at the same time contributed to its development, the increasingly close economic ties between the Mainland and Hong Kong)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Holistic thinking skills               <ul style="list-style-type: none"> <li>▪ Analyse and compare different information (especially data), and make evidence-based judgment</li> </ul> </li> <li>– Mathematical skills               <ul style="list-style-type: none"> <li>▪ Collect, organise, analyse and interpret economic data</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Sense of national identity</li> <li>– Diligence</li> <li>– Perseverance</li> <li>– Rationality</li> <li>– Aspiration</li> <li>– Proactivity</li> <li>– Confidence</li> <li>– Eagerness to attempt</li> <li>– Plurality</li> <li>– Interdependence</li> <li>– Critical thinking</li> </ul>

<sup>27</sup> Gross Domestic Product can be translated as “國內生產總值” (term used by the National Bureau of Statistics of China) or “本地生產總值” (term used by Census and Statistics Department, HKSAR).

<sup>28</sup> Students are only required to have a preliminary understanding of the indicators. They do not need to learn the methods of GDP calculation (i.e. “production approach”, “income approach” and “expenditure approach”).

<sup>29</sup> Teachers can use the “Asian Financial Crisis” as an example to briefly describe that Hong Kong’s financial market was impacted by the event and the HKSAR government had taken measures to defend the economy at that time. As the case study involves complicated economic knowledge (e.g. the operation of the Hong Kong’s Linked Exchange Rate System), teachers can adopt a narrative method to briefly explain the event based on students’ abilities. Teachers should not include economic concepts and theories which are beyond students’ abilities and the scope of the curriculum.

	<ul style="list-style-type: none"> <li>● Opportunities and challenges brought by economic globalisation to Hong Kong (7 lessons) <ul style="list-style-type: none"> <li>– Meaning of economic globalisation and factors contributing to economic globalisation</li> <li>– Impacts of economic globalisation</li> <li>– Opportunities and challenges brought by economic globalisation to Hong Kong as an international financial centre (including the characteristics of an international financial centre, the reasons for the development of Hong Kong into an international financial centre)</li> <li>– The role of Hong Kong in the economic development of our country under economic globalisation</li> </ul> </li> <li>● Opportunities and challenges for youth employment brought by economic ups and downs and industrial development (4 lessons) <ul style="list-style-type: none"> <li>– Recent employment situation in Hong Kong (including the changes in the number of employed persons in different industries)</li> <li>– Opportunities and challenges for youth employment brought by economic ups and downs, recent changes and future trends of industrial development (e.g. emergence of new industries and changes in the mode of employment worldwide, availability of entrepreneurial and employment opportunities in the Guangdong-Hong Kong-Macao Greater Bay Area)</li> </ul> </li> </ul>		
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## **Module 3.1 Intimate Relationships with Affection and Propriety**

### **Students' Prior Knowledge and Skills**

Entering puberty, students need to know that longing for intimate relationships is a natural development but such affection has to be bounded by propriety. At the primary level, students have learned about the physical, psychological and social changes during puberty. In General Studies, they have learned relevant topics including “different stages and characteristics of one’s growth”, “gender roles and relationships” and “sexual feelings and reactions, and ways to deal with them”. At the junior secondary level, students enter the sexual maturity stage and may feel curious about love relationships. This module aims to help students develop a holistic understanding of gender concepts that are based on mutual respect, and assist them in upholding positive values and attitudes and properly handling life issues related to sex and intimate relationships. Teachers can use the contents of Module 1.2, which are related to the development of healthy interpersonal relationships and handling of interpersonal conflicts, as the basis to deepen the learning and teaching of this module.

### **Module Contents**

This module consists of two parts. In the first part, students will learn to distinguish the differences between friendship and love, recognise the elements of love (intimacy, passion and commitment), the goals of love, and proper attitudes towards love (e.g. focusing on spiritual communication, mutual support, equality and respect, care and cherishment, rationality, responsibility). They will understand the importance and ways of setting limits of intimacy, factors leading to the ending of a love relationship and appropriate ways to handle it. In the second part, students will explore values related to sex (e.g. sex must be based on love with solid foundation and commitment; rejecting pre-marital sex; the different ways to express love in which sex is only one of the ways). Students will also learn ways of coping with sexual fantasies and impulses, and understand the consequences of improper handling of intimate relationships.

### **Learning Outcomes**

After completing this module, students are expected to be able to:

- distinguish the differences between friendship and love;
- understand what love is and the goals of love, and proper attitudes towards love;
- understand the importance and ways of setting limits of intimacy;
- understand the factors leading to the ending of a love relationship and appropriate ways to handle it;
- acquire the ways to cope with sexual fantasies and impulses;
- understand the possible consequences of improper handling of intimate relationships; and

- develop positive values and attitudes including law-abidingness, rationality, responsibility and respect for others.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
Module 3.1 Intimate Relationships with Affection and Propriety (9 lessons)	<ul style="list-style-type: none"> <li>● Proper understanding of love in adolescents (4 lessons)               <ul style="list-style-type: none"> <li>– Similarities and differences between friendship and love</li> <li>– Elements of love (intimacy, passion and commitment), goals of love and proper attitudes towards love (e.g. focusing on spiritual communication, mutual support, equality and respect, care and cherishment, rationality, responsibility)</li> <li>– Factors leading to the ending of a love relationship and appropriate ways to handle it</li> </ul> </li> <li>● Adolescents and intimate relationships (5 lessons)               <ul style="list-style-type: none"> <li>– Love and sex (e.g. sex must be based on love with solid foundation and commitment; rejecting pre-marital sex; different ways to express love in which sex is only one of the ways)</li> <li>– Importance and ways of setting limits of intimacy</li> <li>– Ways to cope with sexual fantasies and impulses</li> <li>– Consequences (e.g. emotional distress, legal liabilities, infection of sexually transmitted diseases, unwed pregnancy) of improper handling of intimate relationships (e.g. emotional blackmail, violence in love relationships, pre-marital sex, reckless and inappropriate intimate relationships)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Self-management skills               <ul style="list-style-type: none"> <li>▪ Express emotions appropriately (such as staying rational when feeling very upset)</li> </ul> </li> <li>– Communication skills               <ul style="list-style-type: none"> <li>▪ Present different points of view (such as rejecting an inappropriate request)</li> </ul> </li> <li>– Holistic thinking skills               <ul style="list-style-type: none"> <li>▪ Evaluate the advantages and limitations of different solutions from multiple perspectives</li> <li>▪ Execute the problem solving</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Responsibility</li> <li>– Empathy</li> <li>– Respect for others</li> <li>– Law-abidingness</li> <li>– Respect for self</li> <li>– Rationality</li> <li>– Self-control</li> <li>– Courage to seek help</li> <li>– Courage to reject inappropriate behaviours</li> <li>– Self-protection</li> </ul>

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
		plan and reflect on its progress <ul style="list-style-type: none"> <li>▪ Ways to end a love relationship</li> </ul>	

## **Module 3.2 Overview of Our Country's Economy and World Trade**

### **Students' Prior Knowledge and Skills**

At the primary level, students have acquired basic knowledge about the economy of our country and world trade. In General Studies, they have learned relevant contents including “recent development of China (e.g. economic and technological aspects)”, “linkage between China and other parts of the world”, trade between Hong Kong, the Mainland and other parts of the world, and “the interdependence of different parts of the world (e.g. trade and cooperation agreements)”. At the junior secondary level, students need to deepen their understanding of the economy of the Mainland and recognise that the Hong Kong economy is closely tied to our country. At the same time, students need to further learn about the interdependent relationship between economies of different countries. The knowledge that they have acquired about economic globalisation in Module 2.4 “Economic Performance and Human Resources of Hong Kong” serves as the foundation for their learning in this module.

### **Module Contents**

This module consists of four parts. In the first part, students will briefly understand the economy of our country from a macro perspective. Students need to apply knowledge as well as data and graphical analysis skills gained in Module 2.4 “Economic Performance and Human Resources of Hong Kong” to compare relevant economic data of the Mainland with those of other countries, so as to understand the level of economic development of our country among other economies in the world and its achievements, as well as the changes and trends of our country's industrial structure and labour force structure since reform and opening up.

In the second part, students need to know the directions of our country's economic development through understanding its policies and plans. Firstly, students will learn about the guiding principles of resource allocation in different economic systems, and recognise that our country employs the socialist market economy. The Central People's Government makes detailed planning for economic development, and proposes timely regulatory measures to ensure the plan is put into practice. They will briefly understand the major ministries, commissions and organisations which are responsible for formulating important economic policies; and learn about our country's planning for economic development through relevant important national policies set out in the recent Five-Year Plans (e.g. the development of the Guangdong-Hong Kong-Macao Greater Bay Area). They will also understand the important role of the government in safeguarding economic security, and the role and positioning of Hong Kong in the economic development of our country. The contents of this part can also help students further extend their learning in Module 2.4 “Economic Performance and Human Resources of Hong Kong”, and encourage them to equip themselves early, be diligent, seize every opportunity and contribute to our society and country.

In the third part, students will briefly understand how the livelihood of Chinese residents in urban and rural areas has benefited from the economic development of our country and improved greatly. They will also recognise the achievements of our country's policies in improving people's livelihood (e.g. poverty alleviation policies) and be proud of the growing prosperity of our country.

In the fourth part, students will understand that the economic activities generated by external trade are one of the important driving forces for the economic prosperity of our country. They will also understand the impacts brought by world trade on the economic development of the Mainland and Hong Kong. Firstly, students will learn the basic knowledge of trade, the benefits it brings to the economy as a whole and its potential impacts on the interests of certain people (e.g. import-competing industries). They will also understand the present situation of external trade in the Mainland and Hong Kong, and the opportunities and challenges they are facing. Moreover, students will learn about some common trade protection policies, reasons for implementing these policies, and the ways to deal with trade protection policies, including the functions of the World Trade Organization. Lastly, they will have a preliminary understanding of the potential impacts on the economy of our country brought about by trade conflicts and the importance of safeguarding economic security to protecting economic development.

### **Learning Outcomes**

After completing this module, students are expected to be able to:

- understand the level of economic development and achievements of our country;
- recognise the changes and trends of industrial structure and labour force structure since reform and opening up;
- understand the characteristics of different economic systems;
- know the major ministries, commissions and organisations in charge of economic policies of our country, and have a preliminary understanding of their roles in promoting economic development;
- understand the important role of the government in safeguarding economic security;
- recognise the planning of economic development by our country, and the opportunities that Hong Kong can seize and contribution that Hong Kong can make;
- understand how the livelihood of Chinese residents has greatly improved due to economic development of our country, and the achievements of our country's policies to improve people's livelihood (e.g. poverty alleviation policies);
- acquire the basic knowledge of trade;
- understand the impacts of world trade on the economic development of the Mainland and Hong Kong;
- recognise the common trade protection policies and the reasons of implementing these policies;
- recognise the ways to deal with trade protection policies and the functions of the World Trade Organization;

- develop a preliminary understanding of the potential impacts of trade conflicts on the economy of our country, and the importance of safeguarding economic security to protecting economic development;
- use appropriate statistics and graphs to describe the economic performance of our country in different periods, and analyse our country's economic situations; and
- strengthen their sense of belonging towards our country and national identity, as well as broaden their global perspective.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
Module 3.2 Overview of Our Country's Economy and World Trade (21 lessons)	<ul style="list-style-type: none"> <li>● Economic performance and achievements of our country (4 lessons)               <ul style="list-style-type: none"> <li>– Measuring the level of economic development and achievements of our country (including applying Gross Domestic Product<sup>30</sup>, per capita Gross Domestic Product, unemployment rate, inflation rate)</li> <li>– Changes and trends of our country's industrial structure and labour force structure since reform and opening up</li> </ul> </li> <li>● The formulation and implementation of important policies by the Central People's Government to promote economic development (7 lessons)               <ul style="list-style-type: none"> <li>– Different economic systems (including planned economy, market economy, mixed economy)</li> <li>– Brief introduction (names and main functions) of major ministries, commissions and organisations (e.g. National Development and Reform Commission, Ministry of Finance, People's Bank of China) which are responsible for formulating major economic policies (including the economic regulatory policies)</li> <li>– The relevant important national policies set out in the recent Five-Year Plans (e.g. the development of the Guangdong-Hong Kong-Macao Greater Bay Area) for understanding our country's planning for economic development, the important role of government in safeguarding economic security, as well as how Hong Kong can make the most of the opportunities brought by the development of our country and make contributions</li> </ul> </li> <li>● Impacts of economic development of our country on the livelihood of Chinese residents (3 lessons)</li> </ul>	<ul style="list-style-type: none"> <li>– Holistic thinking skills               <ul style="list-style-type: none"> <li>▪ Analyse and compare different information (especially data), and make evidence-based judgment</li> </ul> </li> <li>– Mathematical skills               <ul style="list-style-type: none"> <li>▪ Collect, organise, analyse and interpret economic data</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Sense of national identity</li> <li>– Sense of belonging towards our country</li> <li>– Rationality</li> <li>– Aspiration</li> <li>– Interdependence</li> <li>– Common good</li> <li>– Critical thinking</li> </ul>

<sup>30</sup> Students do not need to learn the methods of GDP calculation (i.e. "production approach", "income approach" and "expenditure approach").

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
	<ul style="list-style-type: none"> <li>- Brief understanding of how livelihood (in the areas of work, income, accommodation, mode of consumption, medical services, etc.) of Chinese residents in urban and rural areas has greatly improved due to economic development of our country</li> <li>- Poverty alleviation policies as an example to explain the achievements of our country's policies to improve people's livelihood</li> <li>• Impacts of world trade on the economic development of the Mainland and Hong Kong (7 lessons) <ul style="list-style-type: none"> <li>- Basic knowledge of trade<sup>31</sup></li> <li>- Present situations, opportunities and challenges of external trade of the Mainland and Hong Kong</li> <li>- Common trade protection policies, reasons for implementing these policies and ways to deal with them (including the functions of the World Trade Organization)</li> <li>- Preliminary understanding of the potential impacts of trade conflicts on the economy of our country, and the importance of safeguarding economic security to protecting economic development</li> </ul> </li> </ul>		

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<sup>31</sup> Students only need to briefly understand that the benefits from trade to the economy as a whole and the potential harms on the interests of certain people (e.g. import-competing local industries). They do not need to master the meaning of absolute advantages and comparative advantages.

### **Module 3.3 Our Country's Political Structure and its Participation in International Affairs**

#### **Students' Prior Knowledge and Skills**

As Hong Kong residents who are Chinese citizens, students from an early age should care about the people and things of our country, and show concern for the conditions and development of our country. At the primary level, students have learned the current situation and development of our country through different subjects (e.g. General Studies, Chinese Language) and cross-curricular mode (e.g. class teacher periods, values education activities), which has helped develop their national identity as well as their sense of belonging and responsibility towards the state and the nation. Among all subjects, the contents of General Studies are particularly relevant, which include “some significant or interesting events / things of China (e.g. giant pandas, Chinese cuisine)”, “the recent development of China (e.g. economic and technological aspects)” and “linkage between China and other parts of the world”.

#### **Module Contents**

This module consists of two parts. In the first part, students will learn through the content of the *Constitution* about the political structure of our country including the status, formation method, and functions and powers of central state institutions; and the leadership role of the Communist Party of China and the system of multiparty cooperation and political consultation under its leadership. In the second part, students will learn about the development of our country's participation in international affairs under the leadership of the central state institutions, including the main principles of the state's foreign policy, the opportunities and challenges brought about by its participation in international affairs, and the relationship between our country's participation in international affairs and national security (resource security, military security, overseas interests security). Through the study of this module, students can deepen their knowledge and understanding of our country, strengthen their sense of belonging towards our country and national identity, and reflect on their future roles and contributions towards our country. Also, this module can strengthen students' global perspective and help them understand from multiple perspectives how our country's participation in international affairs has contributed to the common good of humankind and the building of a community with a shared future for humankind.

#### **Learning Outcomes**

After completing this module, students are expected to be able to:

- understand briefly the status, formation method, and functions and powers of central state institutions with reference to the *Constitution*;
- understand the leading role of the Communist Party of China and the system of multiparty cooperation and political consultation under its leadership;
- understand how our country participates in international affairs under the leadership of the central state institutions, including the main principles of our country's foreign policy, the opportunities and challenges brought about by our country's participation in international affairs, our country's contribution to

and impact on the world, and our country's contribution to the promotion of common good of humankind and the building of a community with a shared future for humankind;

- understand the relationship between our country's participation in international affairs and national security; and
- strengthen their sense of belonging towards our country and national identity, and broaden their global perspective.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
Module 3.3 Our Country's Political Structure and its Participation in International Affairs (12 lessons)	<ul style="list-style-type: none"> <li>● Understanding our country's political structure through the <i>Constitution</i> (6 lessons) <ul style="list-style-type: none"> <li>– A brief introduction to the status, formation method, functions and powers of central state institutions (including the National People's Congress and its Standing Committee, President of the People's Republic of China, the State Council, the Central Military Commission, the National Commission of Supervision, the Supreme People's Court and the Supreme People's Procuratorate)</li> <li>– The leadership role of the Communist Party of China and its system of multiparty cooperation and political consultation</li> </ul> </li> <li>● The development of our country's participation in international affairs under the leadership of the central state institutions (6 lessons) <ul style="list-style-type: none"> <li>– The main principles of our country's foreign policy<sup>32</sup></li> <li>– The Belt and Road Initiative as an example to illustrate the opportunities and challenges brought about by our country's participation in international affairs <ul style="list-style-type: none"> <li>■ The underlying principles and key focuses of the Belt and Road Initiative<sup>33</sup></li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Holistic thinking skills <ul style="list-style-type: none"> <li>▪ Understand from multiple perspectives the impacts of national policies on our country's participation in international affairs and the life of Chinese nationals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Sense of national identity</li> <li>– Sense of belonging towards our country</li> <li>– Proactivity</li> <li>– Responsibility</li> <li>– Common good</li> <li>– Interdependence</li> <li>– Respect for diversity</li> <li>– Equality</li> <li>– Peace</li> <li>– Cooperation</li> <li>– Trust</li> </ul>

<sup>32</sup> The main principles of our country's foreign policy include (1) pursues an independent foreign policy, observes the five principles of mutual respect for sovereignty and territorial integrity, mutual nonaggression, mutual noninterference in internal affairs, equality and mutual benefit, and peaceful coexistence; and (2) keeps to a path of peaceful development, follows a mutually beneficial strategy of opening up, works to develop diplomatic relations and economic and cultural exchanges with other countries, and promotes the building of a community with a shared future for humankind.

<sup>33</sup> The main ideas and key focuses of the Belt and Road Initiative include (1) it is a way for win-win cooperation that promotes common development and prosperity and a road towards peace and friendship by enhancing mutual understanding and trust, and strengthening all-round exchanges; (2) it advocates peace and cooperation, openness and inclusiveness, mutual learning and mutual benefit, promotes practical cooperation in all fields, and works to build a community of shared interests, destiny and responsibility

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
	<ul style="list-style-type: none"> <li>■ Opportunities and challenges brought by the Belt and Road Initiative to our country <ul style="list-style-type: none"> <li>▪ Strengthening foreign relations<sup>34</sup></li> <li>▪ Strengthening the protection of national security <ul style="list-style-type: none"> <li>◇ Using the Belt and Road Initiative as an example to enable students to understand that the development of the “Silk Road Economic Belt” will help improve the capacity of our country’s land-based transport channels and reduce past excessive dependence on maritime transport channels, through which students can understand how the Belt and Road Initiative safeguards national security (resource security<sup>35</sup>)</li> <li>◇ Using our country’s escort missions in the Gulf of Aden since 2008 as an example to enable students to understand the important role that our country as one of the permanent members of United Nations Security Council has played in safeguarding world peace, and how our country protects its business and trade interests along overseas sea routes, through which students can understand national security (military</li> </ul> </li> </ul> </li> </ul>		

featuring mutual political trust, economic integration and cultural inclusiveness; and (3) it promotes policy coordination, facilities connectivity, unimpeded trade, financial integration and people-to-people bonds as their five major goals, and strengthens cooperation.

<sup>34</sup> The key focuses of foreign relations include (1) broadening consensus of the international community; and (2) strengthening the establishment of cooperation frameworks with other international organisations and countries.

<sup>35</sup> With reference to Article 21 of the *National Security Law of the People’s Republic of China*, resource security includes efforts to “improve the construction of strategic resource and energy transport channels and security protection measures, strengthen cooperation in international resources and energies, and comprehensively enhance emergency safeguard capability.”

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
	<p style="text-align: center;">security<sup>36</sup> , overseas interests security<sup>37</sup>)</p> <ul style="list-style-type: none"> <li>▪ Promoting cultural exchange<sup>38</sup></li> <li>▪ Promoting economic development<sup>39</sup></li> </ul>		

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<sup>36</sup> With reference to Article 18 of the *National Security Law of the People’s Republic of China*, military security includes efforts to “conduct international military security cooperation, conduct peace-keeping operations of the United Nations, international rescue, maritime escort operations, and military actions that protect the state’s overseas interests.”

<sup>37</sup> With reference to Article 33 of the *National Security Law of the People’s Republic of China*, overseas interests security includes measures to “protect the security and legitimate rights and interests of overseas Chinese citizens, organisations and institutions, and ensure the nation’s overseas interests are not threatened or encroached upon.”

<sup>38</sup> The key focuses of cultural exchanges include extensive development of (1) cultural exchanges; (2) academic exchanges; (3) talent exchanges and cooperation; (4) media cooperation; (5) youth and women exchanges; and (6) volunteer services.

<sup>39</sup> The key focuses of economic development include (1) deepening economic and trade cooperation between our country and countries along the Belt and Road; and (2) deliberating on the safe layout of the global supply chain, and accelerating the pace of corporate transformation and upgrading as well as corporate globalisation.

## **Module 3.4 The World in Response to Global Issues**

### **Students' Prior Knowledge and Skills**

To enable students to become informed and responsible citizens, schools should cultivate their global perspective from an early age. At the primary level, students have learned about some international affairs that they are interested in and worthy of attention, and understood some global issues that are common concerns of humankind through various subjects (e.g. General Studies) and cross-curricular mode (e.g. class teacher periods, values education activities). The learning contents of General Studies are particularly relevant, which include “important historical events that influenced global development (e.g. war and peace, development of the Internet and mobile devices)” and “the interdependence of different parts of the world (e.g. trade and cooperation agreements, utilisation of world resources, healthcare and medical aids)”.

### **Module Contents**

This module consists of two parts. In the first part, students will understand the characteristics of global issues and recognise that sovereign state is the basic unit in international relations. Countries must deal with global issues through international cooperation based on the principle of sovereign equality. In the second part, students will understand how various organisations (including international inter-governmental bodies, international non-governmental organisations, national governments and governments of local administrative areas) respond to the global drug problem through international cooperation. This helps students heighten their awareness and concerns about the problem, and learn to cherish life. Through the study of this module, students will understand that handling global issues through international cooperation can promote the common good of humankind and further understand the interdependence of humankind, which will help broaden their global perspective.

### **Learning Outcomes**

After completing this module, students are expected to be able to:

- recognise the characteristics of global issues;
- understand that the sovereign state is the basic unit in international relations, and that countries must deal with global issues through international cooperation based on the principle of sovereign equality;
- understand how countries and various organisations respond to the global drug problem through international cooperation;
- understand that international cooperation can promote the common good of humankind; and
- broaden their global perspective.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
Module 3.4 The World in Response to Global Issues (8 lessons)	<ul style="list-style-type: none"> <li>● Handling global issues through international cooperation (3 lessons) <ul style="list-style-type: none"> <li>– Characteristics of global issues (including transcending national and regional boundaries, affecting the common good of humankind, and requiring international cooperation in monitoring and handling the issues)</li> <li>– The sovereign state being the basic unit in international relations</li> <li>– The need for countries to deal with global issues through international cooperation based on the principle of sovereign equality</li> </ul> </li> <li>● Different organisations responding to the global drug problem by means of international cooperation (5 lessons) <ul style="list-style-type: none"> <li>– International intergovernmental bodies<sup>40</sup> <ul style="list-style-type: none"> <li>■ Coordinating international efforts at the national, regional and intergovernmental levels<sup>41</sup></li> </ul> </li> <li>– International non-governmental organisations<sup>42</sup> <ul style="list-style-type: none"> <li>■ Promoting examples of good policies and programmes to relevant organisations around the world</li> <li>■ Uniting the forces of regions and international non-governmental organisations to carry out drug abuse prevention and control activities</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Holistic thinking skills <ul style="list-style-type: none"> <li>▪ Understand from multiple perspectives the importance of international cooperation in responding to global issues</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Law-abidingness</li> <li>– Responsibility</li> <li>– Interdependence</li> <li>– Mutuality</li> <li>– Common good of humankind</li> <li>– Respect for life</li> <li>– Cooperation</li> </ul>

<sup>40</sup> Suggested examples of international intergovernmental bodies: The United Nations Office on Drugs and Crime (UNODC) and The International Criminal Police Organization (INTERPOL).

<sup>41</sup> The key focuses of ways of international inter-governmental bodies to combat the global drug problem include (1) supporting countries in effectively safeguarding the security of their borders, ports, airports and maritime spaces; (2) supporting law enforcement networks at the regional and global levels and promoting intelligence sharing and cooperation among police forces; (3) strengthening the effectiveness of international cooperation (e.g. extradition) and making full use of the potential of international agreements; and (4) creating platforms for cooperation among regions, national and local bodies, private institutions and non-governmental organisations.

<sup>42</sup> Suggested examples of international non-governmental organisations: International Federation of Non-Governmental Organizations for the Prevention of Drug and Substance Abuse (IFNGO) and World Federation Against Drugs (WFAD).

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
	<ul style="list-style-type: none"> <li>– Government at the central level <ul style="list-style-type: none"> <li>■ The Central People’s Government of the People’s Republic of China carries out international cooperation against drug problem<sup>43</sup></li> </ul> </li> <li>– Government at the regional administrative level<sup>44</sup> <ul style="list-style-type: none"> <li>■ Using the People’s Government of Yunnan Province of the People’s Republic of China as an example<sup>45</sup></li> <li>■ Using the Government of the HKSAR of the People’s Republic of China as an example<sup>46</sup></li> </ul> </li> </ul>		

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<sup>43</sup> The key focuses of ways of the Central People’s Government to combat the global drug problem include (1) strengthening bilateral and multilateral cooperation in drug control with other countries; (2) developing cooperation in various forms, including anti-drug information exchange, training and law enforcement; and (3) helping neighbouring countries to unfold anti-drug combat.

<sup>44</sup> The Provincial People’s Government and the Government of the HKSAR carry out work of different nature when dealing with the global drug problem under the relevant authorisation of the state.

<sup>45</sup> The key focuses of ways of the People’s Government of Yunnan Province to combat the global drug problem include carrying out operations with neighbouring countries and regions in (1) information exchange; (2) case investigation; and (3) international collaborative research and training.

<sup>46</sup> The key focuses of ways of the Government of the HKSAR to combat the global drug problem include (1) participating in regional and international drug forums; and (2) working closely with Guangdong Province, Shenzhen and the Macao Special Administrative Region to deal with the drug problem on a regional level.

**Personal, Social and Humanities Education Key Learning Area:  
Citizenship, Economics and Society Curriculum (Secondary 1-3)  
(Renamed Curriculum in lieu of Life and Society Curriculum (Secondary 1-3))  
School Questionnaire Survey**

**Purpose**

The purpose of this questionnaire is to collect schools' views on the implementation of the Citizenship, Economics and Society curriculum, focusing on: (1) schools' readiness for the implementation of the curriculum and (2) schools' needs for support measures.

**Background**

Life and Society is a junior secondary subject in the Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA). The existing curriculum was prepared in 2010 and has been implemented for over 10 years. To align with the ongoing curriculum development and renewal, the Curriculum Development Council Committee on Personal, Social and Humanities Education resolved to set up the "Ad Hoc Committee for Reviewing and Revising Life and Society (Secondary 1-3)" (the Ad Hoc Committee) to conduct a holistic review of the existing Life and Society (Secondary 1-3) curriculum.

The Ad Hoc Committee, after considerable deliberation, submitted to the Curriculum Development Council (CDC) the "Revised Curriculum Framework" and the proposal to rename the revised curriculum as "Citizenship, Economics and Society", which were accepted by the CDC in July 2022.

**Questionnaire and Curriculum Document**

This questionnaire and the attached "Citizenship, Economics and Society Curriculum Framework" (Annex 1) can be downloaded from the following website of the PSHE Section, EDB:  
<http://www.edb.gov.hk/en/curriculum-development/kla/pshe/whats-new.html>

**Completion of the Questionnaire**

Each school should return **ONE** completed questionnaire. The school head or his/her representative (such as Vice-principal, Prefect of Studies, PSHE KLA Coordinator and subject panel head) should complete the questionnaire.

**Deadline**

Schools should return the completed questionnaire by post to the following address **on or before 12 November 2022**:

Senior Curriculum Development Officer (PSHE)1 Personal, Social and Humanities Education Section, Curriculum Development Institute, Education Bureau Room 1319, 13/F, Wu Chung House, 213 Queen's Road East, Wanchai, Hong Kong
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## Introduction

The review and revision of the Life and Society curriculum aims to better meet the development and learning needs of students, help them develop a positive self-understanding, enhance their life skills, strengthen their understanding of national and local economic and social affairs, cultivate their concern for world topics, broaden their global perspective, and nurture them to become informed and responsible citizens who will contribute to the common good of our country and society.

The Ad Hoc Committee has completed the revision of the curriculum framework and proposed renaming the revised curriculum as “**Citizenship, Economics and Society**” to clearly reflect the coverage of the learning elements of Strand 1 “Personal and Social Development”, Strand 5 “Resources and Economic Activities” and Strand 6 “Social Systems and Citizenship”.

The major revisions of the Citizenship, Economics and Society curriculum include the following:

- **Revising the “curriculum aims” and “learning objectives”** to highlight the roles and responsibilities of individuals in society, to strengthen students’ understanding of our country and to develop in students a sense of national identity, as well as to develop positive values and attitudes, to cultivate good behaviours and habits in students, and to help them become informed and responsible citizens;
- **Extracting** the essential learning contents of the **29 modules of the existing curriculum** and **restructuring them into 12 modules**, as well as adding updated topics and deleting outdated and duplicated contents;
- **Highlighting the learning elements of values education in the curriculum** to develop students’ positive values and attitudes, and cultivate good behaviours and habits in students so as to achieve whole-person development;
- **Strengthening the learning elements of Constitution and Basic Law education and national education** to help students acquire a holistic understanding of the Constitution and the Basic Law, as well as the economic and political systems of our country, so as to enhance their understanding of the present situation and the future development of our country;
- **Strengthening the learning elements of national security education** to help students understand that it is the responsibility of citizens to safeguard national security, to strengthen their law-abiding awareness, and to promote their sense of belonging and responsibility towards our country;
- **Strengthening the learning elements of financial education** to help students acquire correct financial management knowledge, methods and skills, and at the same time, develop proper values and attitudes towards money, and cultivate their financial literacy; and
- **Building on the foundation of primary education and strengthening the interface with senior secondary education** to provide necessary junior secondary learning experience for learning at the senior secondary level.

**To: Senior Curriculum Development Officer (Personal, Social and Humanities Education)1**

**Personal, Social and Humanities Education Key Learning Area:  
Citizenship, Economics and Society Curriculum (Secondary 1-3)  
School Questionnaire Survey**

**Before responding to the questions, please read the attached document “Citizenship, Economics and Society Curriculum Framework” (Annex 1).**

Please answer the following questions to express your views on the curriculum.

Please blacken the appropriate square box “□” and provide other opinions in the space provided.

**Curriculum**

1. Based on the implementation of the Personal, Social and Humanities Education Key Learning Area (PSHE KLA) curriculum at the junior secondary level in your school, do you agree that the following curriculum aims can be achieved after the completion of the Citizenship, Economics and Society curriculum at the junior secondary level?

<i>(SA=Strongly Agree; A=Agree; D=Disagree; N=No Comment)</i>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>N</b>
(i) To help students develop a positive self-understanding, enhance competence to meet daily and future challenges, seize opportunities, as well as pursue their goals and realise their aspirations	□	□	□	□
(ii) To nurture students to become informed and responsible citizens who respect the rule of law, have a sense of national identity, and contribute to the common good of society and our country	□	□	□	□
(iii) To strengthen students’ understanding of national and local economic and social affairs, and nurture their sense of national identity	□	□	□	□
(iv) To promote students’ understanding of our country and strengthen their sense of national identity and sense of belonging towards our country	□	□	□	□
(v) To cultivate students’ concern for local, national and contemporary world topics, help them understand how our country cooperates with other countries in responding to global issues, and broaden their global perspective	□	□	□	□

2. Based on the implementation of the PSHE KLA curriculum at the junior secondary level in your school, do you agree that the following directions for curriculum development can be achieved after the completion of the Citizenship, Economics and Society curriculum at the junior secondary level?

		<i>(SA=Strongly Agree; A=Agree; D=Disagree; N=No Comment)</i>			
		SA	A	D	N
(i)	Strengthening values education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii)	Strengthening Constitution and Basic Law education and national education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii)	Strengthening national security education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv)	Strengthening financial education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v)	Strengthening the interface with learning at the senior secondary level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What difficulties does your school anticipate when implementing the Citizenship, Economics and Society curriculum?

- The school does not allocate sufficient lesson time to this curriculum

*(Note: This curriculum covers three years of study at the junior secondary level and accounts for 33 hours of lesson time each year (i.e. 50 lessons of 40 minutes each). Lesson time allocation for S1, S2 and S3 should be approximately equal, that is, 50 lessons for each level.)*

- The school does not have enough teachers who possess subject matter knowledge relevant to this curriculum
- Teachers do not clearly understand the learning points of each module in this curriculum
- Teachers do not clearly understand the depth and breadth of the curriculum contents
- Others (please specify): \_\_\_\_\_

4. The Education Bureau (EDB) recommends that the Citizenship, Economics and Society curriculum be fully implemented at Secondary 1 in all secondary schools in Hong Kong in September 2024. The EDB also encourages schools that are ready to consider piloting the new curriculum in September 2023. The EDB will provide different support to schools on the new curriculum, including support resources (in both Chinese and English) for Secondary 1 to Secondary 3 and teacher professional development programmes (including seminars and workshops) on the effective use of the aforesaid support resources, supplemented by existing textbooks, to implement the new curriculum in 2023.

(a) In which school year will your school choose to implement the new curriculum?

- 2023/24 school year
- 2024/25 school year

(b) If your school chooses to pilot the new curriculum in September 2023, where will your school source and select materials to develop school-based learning and teaching resources? (can choose more than one option)

- Learning and teaching resources provided by the EDB
- Existing textbooks
- Reference books
- Information from government departments / other statutory bodies / government-funded organisations
- Information from the Internet or social media
- Mass media
- Community resources (e.g. museums, libraries)
- Community organisations / non-governmental organisations
- Others (please specify): \_\_\_\_\_

### Support Measures

To support the implementation of the Citizenship, Economics and Society curriculum, the EDB will provide support measures, including organising teacher professional development programmes and providing learning and teaching resources. Please state below your opinions on the support measures.

5. How many teachers in your school will participate in teacher professional development programmes organised by the EDB for supporting the implementation of the Citizenship, Economics and Society curriculum?

Number of teachers : \_\_\_\_\_

6. Which of the following **teacher professional development programmes** does your school need most? (can choose more than one option)

- Teacher professional development programmes related to curriculum leadership and planning
- Teacher professional development programmes related to curriculum interpretation
- Teacher professional development programmes related to knowledge enrichment
- Teacher professional development programmes related to learning and teaching strategies
- Teacher learning circles
- Guangdong-Hong Kong-Macao Greater Bay Area study tours

7. To follow up on Question 6 above, which of the following teacher professional development programmes will your teachers need most? (can choose more than one option)

- Strand 1, please state the topic(s):

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- Strand 5, please state the topic(s):

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- Strand 6, please state the topic(s):

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8. Which of the **learning and teaching resources** does your school need most? (can choose more than one option)

- Learning and teaching resources for supporting the provision of the Citizenship, Economics and Society curriculum
- Resources for supporting implementation of the key focuses for curriculum development in the PSHE KLA (e.g. Language across the Curriculum)
- Resources for strengthening students' learning interest and lesson interaction (e.g. board games)
- Resources for students' self-learning (e.g. online self-learning courses, video clips for students' self-learning)
- Others (please specify): \_\_\_\_\_

9. To follow up on Question 8 above, which of the following learning and teaching resources will your teachers need most? (can choose more than one option)

Strand 1, please state the topic(s):

Strand 5, please state the topic(s):

Strand 6, please state the topic(s):

**Other Opinions**

10. Your school's other opinions or suggestions for the Citizenship, Economics and Society curriculum:

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Name of School : \_\_\_\_\_

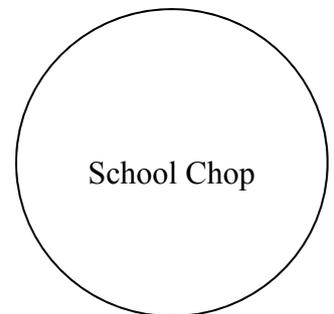
Information of Respondent Name : \_\_\_\_\_

*(if respondent is not the School Principal)*

Position : \_\_\_\_\_

Name of School Principal : \_\_\_\_\_

Signature of School Principal : \_\_\_\_\_



**- The end -**

**☞ Thank you for your opinions ☞**